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SOCIAL STUDIES KINDERGARTEN TO GRADE 12

PROGRAM RATIONALE AND PHILOSOPHY

Social studies provides opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens. Recognition and respect for individual and collective identity is essential in a pluralistic and democratic society. Social studies helps students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society.

Program Vision

The Alberta Social Studies Kindergarten to Grade 12 Program of Studies meets the needs and reflects the nature of 21st century learners. It has at its heart the concepts of citizenship and identity in the Canadian context. The program reflects multiple perspectives, including Aboriginal and Francophone, that contribute to Canada's evolving realities. It fosters the building of a society that is pluralistic, bilingual, multicultural, inclusive and democratic. The program emphasizes the importance of diversity and respect for differences as well as the need for social cohesion and the effective functioning of society. It promotes a sense of belonging and acceptance in students as they engage in active and responsible citizenship at the local, community, provincial, national and global levels.

Central to the vision of the Alberta social studies program is the recognition of the diversity of

experiences and perspectives and the pluralistic nature of Canadian society. Pluralism builds upon Canada's historical and constitutional foundations, which reflect the country's Aboriginal heritage, bilingual nature and multicultural realities. A pluralistic view recognizes that citizenship and identity are shaped by multiple factors such as culture, language, environment, gender, ideology, religion, spirituality and philosophy.

Definition of Social Studies

Social studies is the study of people in relation to each other and to their world. It is an issues-based interdisciplinary subject that draws upon history, geography, ecology, economics, law, philosophy, political science and other social science disciplines. With an emphasis on critical inquiry, social studies fosters students' understanding of and involvement in practical and ethical issues that face their communities and humankind. Social studies is integral to the process of enabling students to develop an understanding of who they are, what they want to become and the society in which they want to live.

The Role of Social Studies

Social studies develops the key values and attitudes, knowledge and understandings and skills and processes necessary for students to become active and responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and world.



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Values and Attitudes

Social studies provides learning opportunities for students to:

- value the diversity, respect the dignity and support the equality of all human beings
- demonstrate social compassion, fairness and justice
- appreciate and respect how multiple perspectives, including Aboriginal and Francophone, shape Canada's political, socio-economic, linguistic and cultural realities
- honour and value the traditions, concepts and symbols that are the expression of Canadian identity
- thrive in their evolving identity with a legitimate sense of belonging to their communities, Canada and the world
- demonstrate a global consciousness with respect to humanity and world issues
- demonstrate a consciousness for the limits of the natural environment, stewardship for the land and an understanding of the principles of sustainability
- value lifelong learning and opportunities for careers in the areas of social studies and the social sciences.

Knowledge and Understanding

Social studies provides learning opportunities for students to:

- understand their rights and responsibilities in order to make informed decisions and participate fully in society
- understand the unique nature of Canada and its land, history, complexities and current issues
- understand the history of Alberta, of Canada and of the world, so as to better comprehend contemporary realities
- understand historic and contemporary issues, including controversial issues from multiple perspectives
- understand the diversity of Aboriginal traditions, values and attitudes
- understand contemporary challenges and contributions of Aboriginal peoples in urban, rural, cultural and linguistic settings

historical and contemporary
ophones in Canada
multiethnic and intercultural

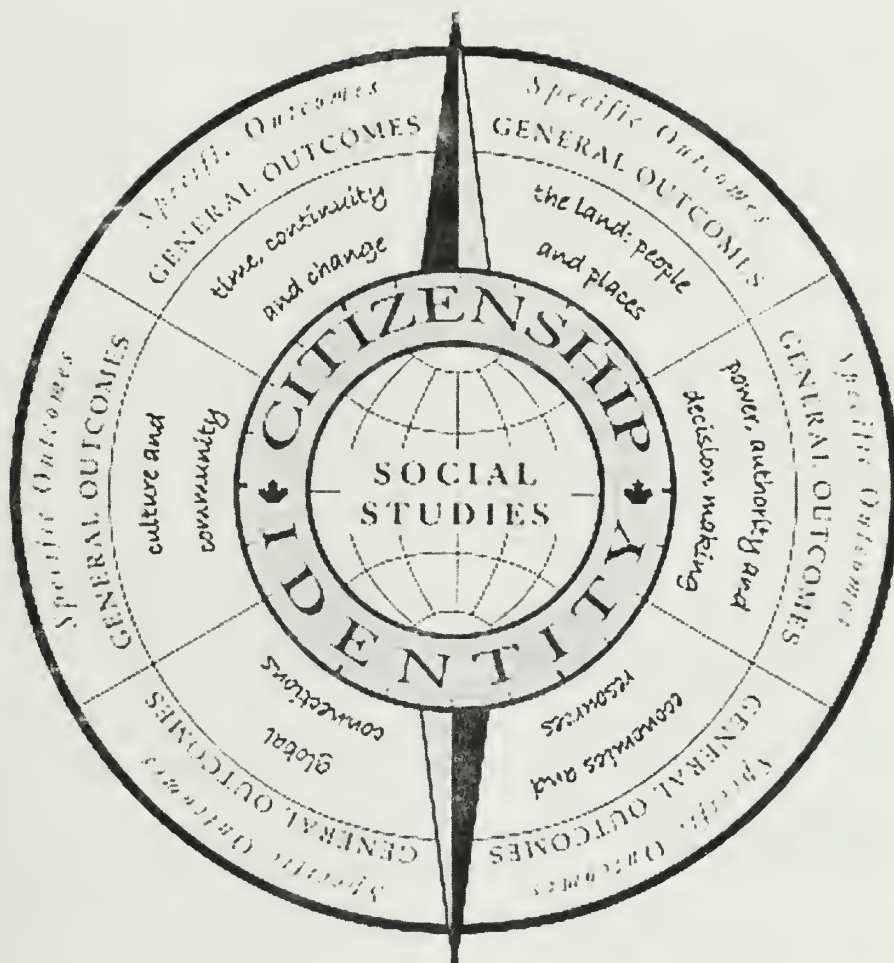
makeup of Francophones in Canada

- understand the challenges and opportunities that immigration presents to newcomers and to Canada
- understand how social cohesion can be achieved in a pluralistic society
- understand how political and economic distribution of power affects individuals, communities and nations
- understand the role of social, political, economic and legal institutions as they relate to individual and collective well-being and a sustainable society
- understand how opportunities and responsibilities change in an increasingly interdependent world
- understand that humans exist in a dynamic relationship with the natural environment.

Skills and Processes

Social studies provides learning opportunities for students to:

- engage in active inquiry and critical and creative thinking
- engage in problem-solving and conflict resolution with an awareness of the ethical consequences of decision-making
- apply historical and geographic skills to bring meaning to issues and events
- use and manage information and communication technologies critically
- conduct research ethically using varied methods and sources; organize, interpret and present their findings; and defend their opinions
- apply skills of metacognition, reflecting upon what they have learned and what they need to learn
- recognize and responsibly address injustices as they occur in their schools, communities, Canada and the world
- communicate ideas and information in an informed, organized and persuasive manner.



PROGRAM FOUNDATIONS

The program of studies provides a foundation of learning experiences that address critical aspects of social studies and its application. These critical areas provide general direction for the program of studies and identify major components of its structure.

CORE CONCEPTS OF CITIZENSHIP AND IDENTITY

The dynamic relationship between citizenship and identity forms the basis for skills and learning outcomes in the program of studies.

The goal of social studies is to provide learning opportunities for students to:

- understand the principles underlying a democratic society
- demonstrate a critical understanding of individual and collective rights
- understand the commitment required to ensure the vitality and sustainability of their changing communities at the local, provincial, national and global levels
- validate and accept differences that contribute to the pluralistic nature of Canada
- respect the dignity and support the equality of all human beings.

The sense of being a citizen, enjoying individual and collective rights and equitable status in contemporary society, impacts an individual's sense of identity. Individuals need to feel that their identities are viewed as legitimate before they can contribute to the public good and feel a sense of belonging and empowerment as citizens.

Social studies provides learning opportunities for students to:

- understand the complexity of identity formation in the Canadian context
- understand how identity and self-esteem are shaped by multiple personal, social, linguistic and cultural factors
- demonstrate sensitivity to the personal and emotional aspects of identity
- demonstrate skills required to maintain individuality within a group
- understand that with empowerment comes personal and collective responsibility for the public good.

SOCIAL STUDIES AND THE ABORIGINAL EXPERIENCE

For historical and constitutional reasons, an understanding of Canada requires an understanding:

- of Aboriginal experiences
- of Aboriginal perspectives
- that Aboriginal students have particular needs and requirements.

Central to Aboriginal identity are languages and cultures that link each group with its physical world, worldviews and traditions. The role of Elders and community leaders is essential in this linkage.

The social studies program of studies provides learning opportunities that contribute to the development of self-esteem and identity in Aboriginal students by:

- promoting and encouraging a balanced and holistic individual and strengthening individual capacity

- honouring and valuing the traditions, concepts and symbols that are the expression of their identity
- providing opportunities for students to express who they are with confidence as they interact and engage with others
- contributing to the development of active and responsible members of groups and communities.

SOCIAL STUDIES AND THE FRANCOPHONE EXPERIENCE

For historical and constitutional reasons, an understanding of Canada requires an understanding:

- of Francophone experiences
- of Francophone perspectives
- that Francophone students have particular needs and requirements.

Social studies occupies a central position in successful Francophone education in Alberta. Francophone schools are a focal point of the Francophone community. They meet the needs and aspirations of parents by ensuring the vitality of the community. For students enrolled in Francophone schools, the social studies program will:

- strengthen Francophone self-esteem and identity
- encourage students to actively contribute to the flourishing of Francophone culture, families and communities
- promote partnerships among the home, community and business world
- engage students in participating in the bilingual and multicultural nature of Canada.

PLURALISM: DIVERSITY AND COHESION

One of the goals of the social studies program is to foster understanding of the roles and contributions of linguistic, cultural and ethnic groups in Canada. Students will learn about themselves in relation to others. Social studies helps students to function

as citizens in a society that values diversity and cohesion.

A key component of effective social organizations, communities and institutions is recognition of diversity of experiences and perspectives. The program of studies emphasizes how diversity and differences are assets that enrich our lives. Students will have opportunities to value diversity, to recognize differences as positive attributes and to recognize the evolving nature of individual identities. Race, socio-economic conditions and gender are among various forms of identification that people live with and experience in a variety of ways.

Social studies addresses diversity and social cohesion and provides processes that students can use to work out differences, drawing on the strengths of diversity. These processes include:

- a commitment to respecting differences and fostering inclusiveness
- an understanding and appreciation for shared values
- a respect for democratic principles and processes for decision-making such as dialogue and deliberation.

Diversity contributes to the development of a vibrant democratic society. Through the interactions of place and historical processes of change, diversity has been an important asset in the evolution of Canadian society. Some key manifestations of this diversity include:

- First Nations, Inuit and Métis cultures
- official bilingualism
- immigration
- multiculturalism

Accommodation of diversity is essential for fostering social cohesion in a pluralistic society. Social cohesion is a process that requires the development of the relationships within and among communities. Social cohesion is manifested by respect for:

- individual and collective rights
- civic responsibilities

- shared values
- democracy
- rule of law
- diversity.

SOCIAL STUDIES: LEARNERS AND LEARNING

Students bring their own perspectives, cultures and experiences to the social studies classroom. They construct meaning in the context of their lived experience through active inquiry and engagement with their school and community. In this respect, the infusion of current events, issues and concerns is an essential component of social studies.

Social studies recognizes the interconnections and interactions among school, community, provincial, national and global institutions.

The Alberta program of studies for social studies provides learning opportunities for students to develop skills of active and responsible citizenship and the capacity to inquire, make reasoned and informed judgments, and arrive at decisions for the public good.

Students become engaged and involved in their communities by:

- asking questions
- making connections with their local community
- writing letters and articles
- sharing ideas and understandings
- listening to and collaborating and working with others to design the future
- empathizing with the viewpoints and positions of others
- creating new ways to solve problems.

ISSUES-FOCUSED APPROACH TO TEACHING SOCIAL STUDIES

A focus on issues through deliberation is intrinsic to the multidisciplinary nature of social studies and to democratic life in a pluralistic society. Issues present opportunities to address learning

outcomes by engaging students in active inquiry and application of knowledge and critical thinking skills. These skills help students to identify the relevance of an issue by guiding them to develop informed positions and respect for the positions of others. This process enables students to question, validate, expand and express their understanding; to challenge their presuppositions; and to construct their own points of view.

The program of studies is designed to promote metacognition through critical reflection, questioning, decision-making and consideration of multiple perspectives on issues. Through this process, students will strive to understand and explain the world in the present and to determine what kind of world they want in the future.

Current Affairs

Social studies fosters the development of citizens who are informed and engaged in current affairs. Accordingly, current affairs play a central role in learning and are integrated throughout the program. Ongoing reference to current affairs adds relevance, interest and immediacy to social studies issues. Investigating current affairs from multiple perspectives motivates students to engage in meaningful dialogue on relevant historical and contemporary issues, helping them to make informed and reasoned decisions on local, provincial, national and global issues.

An issues-focused approach that incorporates multiple perspectives and current affairs helps students apply problem-solving and decision-making skills to real-life and controversial issues.

In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies.

Opportunities may include:

- current events in local communities
- issues with local, provincial, national and/or global relevance
- cultural celebrations

- visits from dignitaries
- special events.

Controversial Issues

Controversial issues are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. Opportunities to deal with these issues are an integral part of social studies education in Alberta.

Studying controversial issues is important in preparing students to participate responsibly in a democratic and pluralistic society. Such study provides opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgments.

Controversial issues that have been anticipated by the teacher, and those that may arise incidentally in the course of instruction, should be used by the teacher to promote critical inquiry rather than advocacy and to teach students how to think rather than what to think.

STRANDS OF SOCIAL STUDIES

Learning related to the core concepts of citizenship and identity is achieved through focused content at each grade level. The six strands of social studies reflect the interdisciplinary nature of social studies. The strands are interrelated and constitute the basis for the learning outcomes in the program of studies.

Time, Continuity and Change

Understanding the dynamic relationships among time, continuity and change is a cornerstone of citizenship and identity. Considering multiple perspectives on history, and contemporary issues within their historical context, enables students to understand and appreciate the social, cultural and political dimensions of the past, make meaning of the present and make decisions for the future.

The Land: Places and People

Exploring the unique and dynamic relationship that humans have with the land, places and environments affects decisions that students make and their understanding of perspectives, issues, citizenship and identity. Students will examine the impact of physical geography on the social, political, environmental and economic organization of societies. This examination also affects students' understanding of perspectives and issues as they consider how connections to the land influence their sense of place.

Power, Authority and Decision Making

Examining the concepts of power, authority and decision making from multiple perspectives helps students consider how these concepts impact individuals, relationships, communities and nations. It also broadens students' understanding of related issues, perspectives and their effect on citizenship and identity. A critical examination of the distribution, exercise and implications of power and authority is the focus of this strand. Students will examine governmental and political structures, justice and laws, fairness and equity, conflict and cooperation, decision-making processes, leadership and governance. This examination develops a student's understanding of the individual's capacity in decision-making processes and promotes active and responsible citizenship.

Economics and Resources

Exploring multiple perspectives on the use, distribution and management of resources and wealth contributes to students' understanding of the effects that economics and resources have on the quality of life around the world. Students will explore basic economic systems, trade and the effects of economic interdependence on individuals, communities, nations and the natural environment. Students will also critically consider the social and environmental implications of resource use and technological change.

Global Connections

Critically examining multiple perspectives and connections among local, national and global issues develops students' understanding of citizenship and identity and the interdependent or conflicting nature of individuals, communities, societies and nations. Exploring this interdependence broadens students' global consciousness and empathy with world conditions. Students will also acquire a better comprehension of tensions pertaining to economic relationships, sustainability and universal human rights.

Culture and Community

Exploring culture and community allows students to examine shared values and their own sense of belonging, beliefs, traditions and languages. This promotes students' development of citizenship and identity and understanding of multiple perspectives, issues and change. Students will examine the various expressions of their own and others' cultural, linguistic and social communities.

GENERAL AND SPECIFIC OUTCOMES

The general and specific outcomes provide an organizational structure for assessment of student progress in the social studies program. These outcomes follow the progression of learning that occurs at each grade level.

General Outcomes

General outcomes identify what students are expected to know and be able to do upon completion of a grade. General outcomes have been identified within each grade.

Specific Outcomes

Specific outcomes identify explicit components of values and attitudes, knowledge and understanding, and skills and processes that are contained within each general outcome within each grade. Specific outcomes are building blocks that enable students to achieve general outcomes for each grade. Where appropriate, examples have

been identified as an optional (e.g.) or required (i.e.) component of the specific outcome.

OUTCOMES RELATED TO VALUES AND ATTITUDES

The goal of social studies is to foster the development of values and attitudes that enable students to participate actively and responsibly as citizens in a changing and pluralistic society. Attitudes are an expression of values and beliefs about an issue or topic. Respect, a sense of personal and collective responsibility and an appreciation of human interdependence are fundamental to citizenship and identity within local, national and global communities. Developing an ethic of care toward self, others and the natural world is central to these commitments.

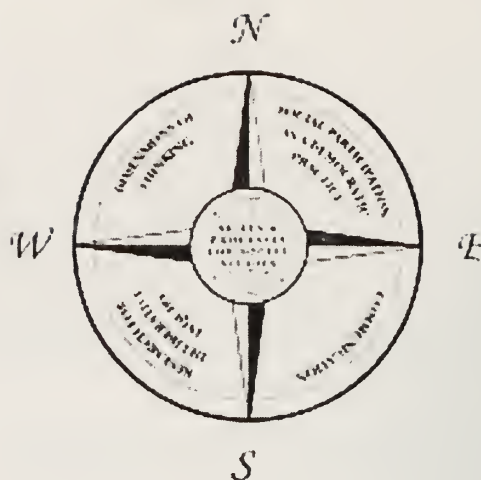
OUTCOMES RELATED TO KNOWLEDGE AND UNDERSTANDING

Outcomes related to knowledge and understanding are fundamental to informed decision making. Knowledge and understanding involve the breadth and depth of information, concepts, evidence, ideas and opinions.

OUTCOMES RELATED TO SKILLS AND PROCESSES

The specific outcomes for skills and processes provide opportunities for students to apply their learning to relevant situations and to develop, practise and maintain essential skills as their learning evolves within a grade and from grade to grade. The skill outcomes are grouped into the following categories for organizational purposes:

- Dimensions of Thinking
- Social Participation as a Democratic Practice
- Research for Deliberative Inquiry
- Communication



Dimensions of Thinking

In social studies, students acquire and develop thinking strategies that assist them in making connections to prior knowledge, in assimilating new information and in applying learning to new contexts. The following dimensions of thinking have been identified as key components in social studies learning:

Critical Thinking

Critical thinking is a process of inquiry, analysis and evaluation resulting in a reasoned judgment. Critical thinking promotes the development of democratic citizenship. Students will develop skills of critical thinking that include: distinguishing fact from opinion; considering the reliability and accuracy of information; determining diverse points of view, perspective and bias; and considering the ethics of decisions and actions.

Creative Thinking

Creative thinking occurs when students identify unique connections among ideas and suggest insightful approaches to social studies questions and issues. Through creative thinking, students generate an inventory of possibilities; anticipate outcomes; and combine logical, intuitive and divergent thought.

Historical Thinking

Historical thinking is a process whereby students are challenged to rethink assumptions about the past and to reimagine both the present and the future. It helps students become well-informed citizens who approach issues with an inquiring mind and exercise sound judgment when presented with new information or a perspective different from their own. Historical thinking skills involve the sequencing of events, the analysis of patterns and the placement of events in context to assist in the construction of meaning and understanding, and can be applied to a variety of media, such as oral traditions, print, electronic text, art and music.

Historical thinking allows students to develop a sense of time and place to help define their identities. Exploring the roots of the present ensures the transmission and sharing of values, and helps individuals to realize that they belong to a civil society. Historical thinking develops citizens willing to engage in a pluralistic democracy and to promote and support democratic institutions.

Geographic Thinking

Possessing geographic thinking skills provides students with the tools to address social studies issues from a geographic perspective. Geographic thinking skills involve the exploration of spatial orders, patterns and associations. They enable students to investigate environmental and societal issues using a range of geographic information. Developing these spatial skills helps students understand the relationships among people, events and the context of their physical environment, which will assist them to make choices and act wisely when confronted with questions affecting the land and water resources.

Decision Making and Problem Solving

Students develop the ability to make timely and appropriate decisions by identifying the need for a decision, then weighing the advantages, disadvantages and consequences of various alternatives. Decision making involves reserving judgments until all the options and perspectives have been explored; seeking clarity for a variety of choices and perspectives; examining the cause-

and-effect relationship between choices; and basing decisions on knowledge, values and beliefs.

Problem-solving processes in social studies help students develop the ability to identify or pose problems and apply learning to consider the causes and dimensions of problems. These skills help develop thinking strategies, allowing students to determine possible courses of action and consequences of potential solutions for a problem that may have multiple or complex causes and that may not have a clear solution. Activities such as simulations, debates, public presentations and editorial writing foster the development of these skills.

Metacognition

Metacognition is “thinking about thinking”. It involves critical self-awareness, conscious reflection, analysis, monitoring and reinvention. Students assess the value of the learning strategies they have used, modify them or select new strategies, and monitor the use of reinvented or new strategies in future learning situations. In this respect, students become knowledge creators and contribute to a shared understanding of the world we live in—a key feature of democratic life and commitment to pluralism.

Social Participation as a Democratic Practice

Social participation skills enable students to develop effective relationships with others, to work in cooperative ways toward common goals and to collaborate with others for the well-being of their communities. Students will develop interpersonal skills that focus on cooperation, conflict resolution, consensus building, collaborative decision-making, the importance of responsibility and the acceptance of differences. Development of these skills will enhance active participation in their communities. Activities in this regard could include social action and community projects, e.g., church groups, Amnesty International, Médecins sans frontières (Doctors Without Borders).

Research for Deliberative Inquiry

Purposeful deliberation and critical reflection are essential skills and processes for democratic citizenship and problem solving. In social studies, the research process develops learners who are independent, self-motivated problem solvers and co-creators of knowledge. Developing research skills prepares students for the world of work, post-secondary studies, lifelong learning and citizenship in a complex world. These skills also enhance and enrich the process of identity formation as students critically reflect on their sense of self and relationship to others. The foundations of the research process are the application of acquired skills, the selection of appropriate resources and the use of suitable technology.

The Infusion of Technology

Technology encompasses the processes, tools and techniques that alter human activity. Information communication technology provides a vehicle for communicating, representing, inquiring, making decisions and solving problems. It involves the processes, tools and techniques for:

- gathering and identifying information
- re-representations of dominant texts
- expressing and creating
- classifying and organizing
- analyzing and evaluating
- speculating and predicting.

Selected curriculum outcomes from Alberta Learning's Information and Communication Technology (ICT) are infused throughout the social studies program of studies and are indicated by this symbol ➤. Further information regarding the Information and Communication Technology program of studies is contained within that program of studies.

Communication

Communication skills enable students to comprehend, interpret, and express information and ideas clearly and purposefully. These skills include the language arts of listening, speaking,

reading, writing, viewing, and representing, as well as the use of communication technologies for acquiring and exchanging information and ideas.

Oral, Written and Visual Literacy

Through the language arts, human beings communicate thoughts, feelings, experiences, information and opinions and learn to understand themselves and others. Speaking, writing and representing are used in the social studies program to relate a community's stories and to convey knowledge, beliefs, values and traditions through narrative history, music, art and literature.

Reading, listening and viewing in social studies enables students to extend their thinking and their knowledge and to increase their understanding of themselves and others. These skills provide students with a means of accessing ideas, perspectives and experiences of others.

The language arts enable students to explore, organize and clarify thoughts and to communicate these thoughts to others.

Media Literacy Skills

Contemporary texts often involve more than one medium to communicate messages and as such, are often complex, having multi-layered meanings. Information texts include visual elements such as charts, graphs, diagrams, photographs, tables, pictures, collages and timelines. Media literacy skills involve accessing, interpreting and evaluating mass media texts such as newspapers, television, Internet and advertising. Media literacy in social studies explores concepts in mass media texts, such as identifying key messages and multiple points of view that are being communicated, detecting bias and examining the responsibility of citizens to respond to media texts.

Scope and Sequence

The core concepts and six strands of the Alberta Social Studies Kindergarten to Grade 12 Program of Studies are reflected in each grade. The structure provides continuity and linkages from grade to grade. In addition, the General Outcomes in each grade are components of the one central theme reflected in the grade title.

Grade	Grade Title and General Outcomes	Linkages and Sequencing
Kindergarten	Being Together K.1 I Am Unique K.2 I Belong	Kindergarten emphasizes a strong sense of identity and self-esteem and is a student's introduction to citizenship.
One	Citizenship: Belonging and Connecting 1.1 My World: Home, School, Community 1.2 Moving Forward with the Past: My Family, My History and My Community	Grade 1 is an introduction to active and responsible citizenship and introduces the concept of community. The concept of historical thinking is applied to the study of community.
Two	Communities in Canada 2.1 Canada's Dynamic Communities 2.2 A Community in the Past	Grade 2 expands on the concept of community through an examination of specific characteristics of communities in Canada. Building on the introduction of historical thinking in Grade 1, Grade 2 students will examine how a community changes over time.
Three	Connecting with the World 3.1 Communities in the World 3.2 Global Citizenship	Grade 3 continues to build on the knowledge of community and citizenship by examining diverse communities in the world. Grade 3 students will be introduced to the concepts of global citizenship and quality of life.
Four	Alberta: The Land, Histories and Stories 4.1 Alberta: A Sense of the Land 4.2 The Stories, Histories and People of Alberta 4.3 Alberta: Celebrations and Challenges	Grade 4 introduces specific geographic skills through an examination of Alberta and its cultural and geographic diversity. Linkages to literature and the continued development of historical thinking are reinforced through stories and legends. Archaeology and paleontology are also introduced in Grade 4 to further develop historical thinking skills.
Five	Canada: The Land, Histories and Stories 5.1 Physical Geography of Canada 5.2 Histories and Stories of Ways of Life in Canada 5.3 Canada: Shaping an Identity	Grade 5 examines the foundations of Canada through its physical geography, the ways of life and heritage of its diverse peoples. Grade 5 presents events and issues that have impacted citizenship and identity in the Canadian context over time.
Six	Democracy: Action and Participation 6.1 Citizens Participating in Decision Making 6.2 Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy	Grade 6 emphasizes the importance of active and responsible participation as the foundation of a democratic society. Students will examine how the underlying principles of democracy in Canada compare to those of Ancient Athens and the Iroquois Confederacy.

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Grade	Grade Title and General Outcomes	Linkages and Sequencing
Seven	Canada: Origins, Histories and Movement of People 7.1 Toward Confederation 7.2 Following Confederation: Canadian Expansions	Grade 7 provides a comprehensive examination of Canadian history preceding and following Confederation. The concept of intercultural contact is introduced through an examination of migration and immigration. Grade 7 forms the foundation for the continued dialogue on citizenship and identity in Canada.
Eight	Historical Worldviews Examined 8.1 From Isolation to Adaptation: Japan 8.2 Origins of a Western Worldview: Renaissance Europe 8.3 Worldviews in Conflict: The Spanish and the Aztecs	Grade 8 expands on the concept of intercultural contact and continues to develop historical thinking skills through an examination of past societies in different parts of the world.
Nine	Canada: Opportunities and Challenges 9.1 Issues for Canadians: Governance and Rights 9.2 Issues for Canadians: Economic Systems in Canada and the United States	Grade 9 focuses on citizenship, identity and quality of life and how they are impacted by political and legislative processes in Canada. The role of economic systems in Canada and the United States will also be examined.
Ten	10-1 Perspectives on Globalization 10-2 Living in a Globalized World	These are the proposed themes for the senior high school program of studies, currently under development.
Eleven	20-1 Perspectives on Nationalism 20-2 Nationalism in Canada and the World	
Twelve	30-1 Perspectives on Citizenship in the 21st Century 30-2 Issues in Contemporary Citizenship	

KINDERGARTEN: Being Together

Overview

Kindergarten students will explore who they are in relation to others in their world. They will be given opportunities to become aware of who they are as unique individuals and to express themselves by sharing their personal stories. Students will discover how they are connected to other people and to their communities and will be encouraged to express interest, sensitivity and responsibility in their interactions with others. Through inquiry into their social, physical, cultural and linguistic environments, students will see themselves as part of the larger world.

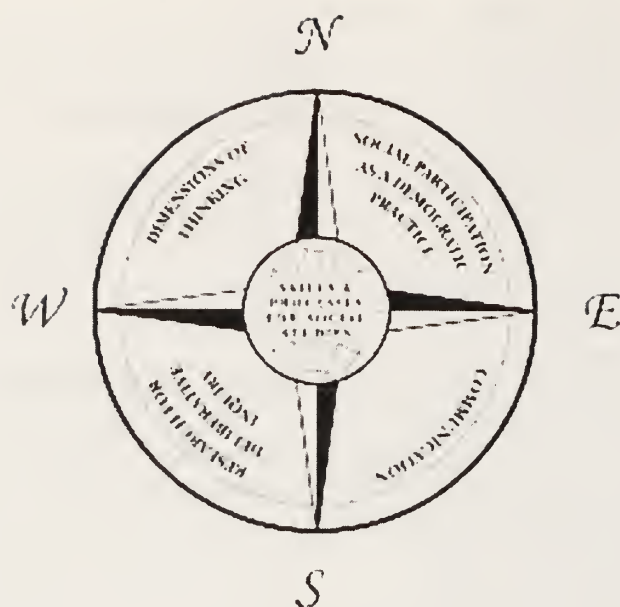
Rationale

In order to develop the foundations of active and responsible citizenship, social studies in Kindergarten emphasizes the development of a strong sense of identity, self-esteem and belonging.

Terms and Concepts

community, culture, environment, group, individual, past, respect, uniqueness

General Outcome K.1 I Am Unique	General Outcome K.2 I Belong
Students will demonstrate an understanding and appreciation of the multiple social, physical, cultural and linguistic factors that contribute to an individual's unique identity.	Students will demonstrate an understanding and appreciation of the characteristics and interests that unite members of communities and groups.
Local and Current Affairs	
In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies.	



Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 3.

Dimension of Thinking	
<i>critical thinking and creative thinking</i>	evaluate ideas and information from different points of view
<i>historical thinking</i>	correctly apply terms related to time, including past, present, future
<i>geographic thinking</i>	create and use a simple map to locate communities studied in the world
<i>decision making and problem solving</i>	apply new ideas and strategies to contribute to decision making and problem solving
Social Participation as a Democratic Practice	
<i>cooperation, conflict resolution and consensus building</i>	demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate
<i>age appropriate behaviour for social involvement</i>	participate in projects that improve or meet the particular needs of their school or community
Research for Deliberative Inquiry	
<i>research and information</i>	make connections between cause-and-effect relationships from information gathered from varied sources
Communication	
<i>oral, written and visual literacy</i>	organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration
<i>media literacy</i>	compare information on the same issue or topic from print media, television, photographs and the Internet

K.1 I Am Unique

General Outcome

Students will demonstrate an understanding and appreciation of the multiple social, physical, cultural and linguistic factors that contribute to an individual's unique identity.

Specific Outcomes

► Values and Attitudes

Students will:

K.1.1 value their unique characteristics, interests, gifts and talents (I)

K.1.2 appreciate the unique characteristics, interests, gifts and talents of others:

- appreciate feelings, ideas, stories and experiences shared by others (C, I)
- value oral traditions of others (C)
- appreciate that French and English are Canada's official languages (C, I)

► Knowledge and Understanding

Students will:

K.1.3 examine what makes them unique individuals by exploring and reflecting upon the following questions for inquiry:

- What are my gifts, interests, talents and characteristics? (I)
- How do my gifts, interests, talents and characteristics make me a unique individual? (I)
- How do culture and language contribute to my unique identity? (I, C)
- What is the origin and/or significance of my given names? (I)

K.1.4 explore how we demonstrate respect for ourselves and others by exploring and reflecting upon the following questions for inquiry:

- What are the origins of the people in our school, groups or communities? (C, LPP)
- How can we show interest and sensitivity toward social, physical, cultural and linguistic diversity in the school, groups and communities? (CC, I)
- Why is speaking French and/or English important in our school, groups, or communities? (C, CC)
- How can we show respect and acceptance of people as they are? (C, I)

C	Citizenship
I	Identity
ER	Economics and Resources
LPP	The Land: Places and People

CC	Culture and Community
TCC	Time, Continuity and Change
GC	Global Connections
PADM	Power, Authority and Decision Making

K.2 I Belong

General Outcome

Students will demonstrate an understanding and appreciation of the characteristics and interests that unite members of communities and groups.

Specific Outcomes

► Values and Attitudes

Students will:

K.2.1 value how personal stories express what it means to belong (I)

K.2.2 value and respect significant people in their lives:

- appreciate the important contributions of individuals at home, at school and in the community (C, CC)

K.2.3 appreciate how their participation in their communities affects their sense of belonging (CC, I)

- develop an awareness of the importance of sharing the responsibility for caring for the environment (C, LPP)
- appreciate the impact that group members have on each other (C, CC)
- demonstrate respect for the diverse ways individuals cooperate, work and play together (C, PADM)
- assume responsibility for personal actions, words and choices (C)

► Knowledge and Understanding

Students will:

K.2.4 examine the characteristics and interests that bring people together in groups by exploring and reflecting upon the following questions for inquiry:

- What brings people together in a group? (CC)
- What might we share with people in other groups? (CC)
- Can we belong to several groups at one time? (I, GC)
- How do we know that we belong to groups or communities? (CC, I)
- Does everyone belong to a group or a community? (CC)
- How does living and participating in your community affect your sense of belonging? (CC, I)

K.2.5 examine ways in which people create a climate of cooperation by exploring and reflecting upon the following questions for inquiry:

- What are the rules at home, at school and in the community? (PADM)
- Are there similar rules at home, at school and in the community? (PADM)
- What are the benefits of working cooperatively with others? (CC)
- What are challenges that groups face in creating a peaceful atmosphere? (C, CC)
- In what ways can people contribute to a group or community? (CC)
- What actions show care and concern for the environment? (C, LPP)

C	Citizenship
I	Identity
ER	Economics and Resources
LPP	The Land: Places and People

CC	Culture and Community
TCC	Time, Continuity and Change
GC	Global Connections
PADM	Power, Authority and Decision Making

SKILLS AND PROCESSES FOR KINDERGARTEN

► DIMENSIONS OF THINKING

Students will:

K.S.1 develop skills of critical thinking and creative thinking:

- consider ideas and information from varied sources
- compare and contrast information provided

K.S.2 develop skills of historical thinking:

- recognize that some activities or events occur at particular times of the day or year
- differentiate between events and activities that occurred recently and long ago

K.S.3 develop skills of geographic thinking:

- recognize familiar places or points of reference in their surroundings
- ask geographic questions, such as asking for directions

K.S.4 demonstrate the skills of decision making and problem solving:

- provide ideas and strategies to contribute to decision making and problem solving

► SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

K.S.5 demonstrate the skills of cooperation, conflict resolution and consensus building:

- consider the needs of others
- work and play in harmony with others to create a safe and caring environment
- demonstrate a willingness to share space and resources

K.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:

- being a classroom helper

► RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

K.S.7 apply the research process:

- ask questions to make meaning of a topic
- gather information on a particular topic from a variety of sources, e.g., illustrations, photographs, videos, objects, auditory cues

► COMMUNICATION

Students will:

K.S.8 demonstrate skills of oral, written and visual literacy:

- listen to others in a socially appropriate manner
- respond appropriately to comments and questions, using language respectful of human diversity

K.S.9 develop skills of media literacy:

- determine the main points or ideas in a media presentation

Glossary of Terms and Concepts—Kindergarten

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

community	A group of people with commonalities that may include culture, language, values and beliefs, interests, practices and ways of life, history, and/or geographically defined shared space.
culture	The beliefs, values, socially transmitted behaviours and traditions, language, arts and other human endeavours considered together as being characteristics of a particular community, period or people.
environment	What constitutes immediate surroundings and can include physical, human and natural elements.
group	People who are together and connected by shared interests and characteristics.
individual	One human being
past	The time before now and today.
respect	Willingness to show consideration or appreciation.
uniqueness	Characteristic of something that is one of a kind.

GRADE 1: Citizenship: Belonging and Connecting

Overview

Through inquiry into their social, physical, cultural and linguistic environments, Grade 1 students will see themselves as part of the larger world. They will have opportunities to share their personal stories and explore traditions and symbols that are reflected in their groups or communities. They will enhance their understanding of the diverse needs of others and how they can contribute as individuals to the well-being of the groups to which they belong. Students will explore roles and responsibilities they have as citizens in schools, groups and their own communities. They will be encouraged to care for the natural environment and to show concern for other people in their relationships, groups and communities.

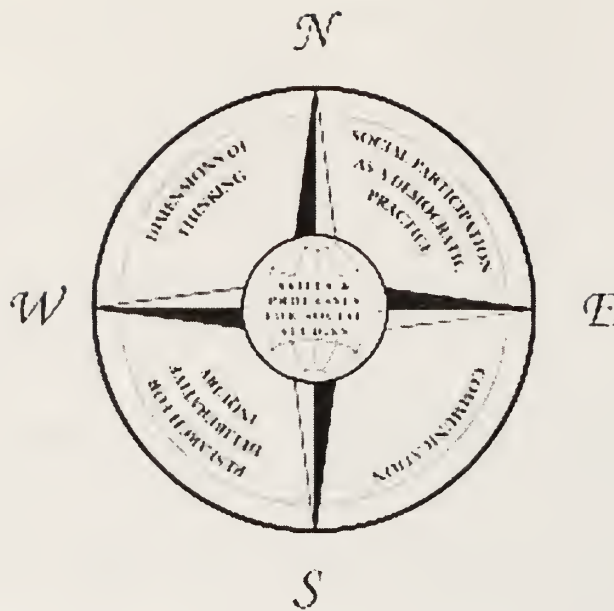
Rationale

Grade 1 students will be given opportunities to further develop self-esteem by examining their own identity in relationship to groups and communities. Learning about the well-being, growth and vitality of the diverse groups to which they belong will help to build the foundations of active and responsible citizenship.

Terms and Concepts

characteristics, community, cooperation, decision making, family, interests, responsibility, role, traditions, vitality

General Outcome 1.1 My World: Home, School, and Community	General Outcome 1.2 Moving Forward with the Past: My Family, My History and My Community
Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities.	Students will demonstrate an understanding and appreciation of how changes over time have affected their families and influenced how their families and communities are today.
Local and Current Affairs	
In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies.	



Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 3.

Dimension of Thinking	
<i>critical thinking and creative thinking</i>	evaluate ideas and information from different points of view
<i>historical thinking</i>	correctly apply terms related to time, including past, present, future
<i>geographic thinking</i>	create and use a simple map to locate communities studied in the world
<i>decision making and problem solving</i>	apply new ideas and strategies to contribute to decision making and problem solving
Social Participation as a Democratic Practice	
<i>cooperation, conflict resolution and consensus building</i>	demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate
<i>age appropriate behaviour for social involvement</i>	participate in projects that improve or meet the particular needs of their school or community
Research for Deliberative Inquiry	
<i>research and information</i>	make connections between cause-and-effect relationships from information gathered from varied sources
Communication	
<i>oral, written and visual literacy</i>	organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration
<i>media literacy</i>	compare information on the same issue or topic from print media, television, photographs and the Internet

1.1 My World: Home, School, and Community

General Outcome

Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities.

Specific Outcomes

► Values and Attitudes

Students will:

1.1.1 value self and others as unique individuals in relation to their world:

- appreciate how belonging to groups and communities enriches an individual's identity (I)
- appreciate multiple points of view, languages, cultures and experiences within their groups and communities (C, CC)
- demonstrate respect for their individual rights and the rights of others (C, I)
- recognize and respect how the needs of others may be different from their own (C)

1.1.2 value the groups and communities to which they belong:

- demonstrate a willingness to share and cooperate with others (C, PADM)
- appreciate how their actions might affect other people and how the actions of others might affect them (C)
- demonstrate a willingness to resolve issues and/or problems peacefully (C, PADM)
- assume responsibility for their individual choices and actions (CC, I)

► Knowledge and Understanding

Students will:

1.1.3 examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:

- What different types of communities or groups do you belong to? (CC)
- What helps us to recognize different groups or communities (e.g., landmarks, symbols, colours, logos, clothing)? (CC)
- In what ways do we belong to more than one group or community at the same time? (CC, I)
- In what ways do we benefit from belonging to groups or communities? (C, CC, I)
- What are our responsibilities and rights at home, at school, in groups and in communities? (C, CC, I)

1.1.4 determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:

- In what ways do people cooperate in order to live together peacefully? (C, I)
- How do groups make decisions? (PADM)
- In what ways do people help one another at home, at school and in groups to ensure the vitality of their community? (C)

C	Citizenship
I	Identity
ER	Economics and Resources
LPP	The Land: Places and People

CC	Culture and Community
TCC	Time, Continuity and Change
GC	Global Connections
PADM	Power, Authority and Decision Making

- How do our actions and decisions contribute to the well-being of groups and communities? (C, I, PADM)
- How does caring for the natural environment contribute to the well being of our community? (C, LPP)

1.1.5 distinguish geographic features in their own community from other communities by exploring and reflecting upon the following questions for inquiry:

- What are some familiar landmarks and places in my community? (CC, TCC)
- Why are these landmarks and places significant features of the community? (CC, I, TCC)
- What are some differences between rural and urban communities? (CC, LPP)
- Where is my community on a map or on a globe? (LPP)

C Citizenship
I Identity
ER Economics and Resources
LPP The Land: Places and People

CC Culture and Community
TCC Time, Continuity and Change
GC Global Connections
PADM Power, Authority and Decision Making

1.2 Moving Forward with the Past: My Family, My History and My Community

General Outcome

Students will demonstrate an understanding and appreciation of how changes over time have affected their families and influenced how their families and communities are today.

Specific Outcomes

► Values and Attitudes

Students will:

1.2.1 appreciate how stories and events of the past connect their families and communities to the present:

- recognize how their families and communities might have been different in the past than they are today (CC, TCC)
- appreciate how the languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging (CC, I, TCC)
- recognize how their ancestors contribute to their sense of identity within their family and communities (TCC, I)
- appreciate people who have contributed to their communities over time (CC, I, TCC)
- recognize how diverse Aboriginal and Francophone communities are integral to Canada's character (CC, I)
- acknowledge and respect symbols of heritage and traditions in their family and communities (CC, I, TCC)

► Knowledge and Understanding

Students will:

1.2.2 analyze how their families and communities in the present are influenced by events or people of the past by exploring and reflecting upon the following questions for inquiry:

- How have changes affected my family over time (e.g., births, deaths, moves)? (CC, TCC)
- What is my family's past in our community? (CC, I, TCC)
- In what ways has my community changed over time (e.g., original inhabitants, ancestors, generations, ways of life)? (CC, TCC)
- How have changes over time affected their families and communities in the present? (I, TCC)
- In what ways have Aboriginal, Francophone and diverse cultural groups contributed to the origins and evolution of their communities over time? (CC, I, TCC)
- What connections do we have to the Aboriginal, Francophone and diverse cultures found in our communities? (CC, I, TCC)
- What are some examples of traditions, celebrations and stories that started in the past and continue today in their families and communities? (CC, I, TCC)

C	Citizenship
I	Identity
ER	Economics and Resources
LPP	The Land: Places and People

CC	Culture and Community
TCC	Time, Continuity and Change
GC	Global Connections
PADM	Power, Authority and Decision Making

SKILLS AND PROCESSES FOR GRADE 1

Alberta Learning's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol ➤.

► DIMENSIONS OF THINKING

Students will:

1.S.1 develop skills of critical thinking and creative thinking:

- examine ideas and information from varied sources
- choose and justify a course of action
- compare and contrast information from similar types of electronic sources

1.S.2 develop skills of historical thinking:

- recognize that some activities or events occur on a seasonal basis
- differentiate between activities and events that occurred recently and long ago

1.S.3 develop skills of geographic thinking:

- use a simple map to locate specific areas within the school and community
- ask geographic questions, such as asking for directions
- understand that globes and maps are visual representations of the world
- locate Canada on a globe or map

1.S.4 demonstrate skills of decision making and problem solving:

- collaborate with others to devise strategies for decision making and problem solving
- apply ideas and strategies to contribute to decision making and problem solving

► SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

1.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- consider the ideas and suggestions of others
- work and play in harmony with others to create a safe and caring environment
- demonstrate a willingness to share space and resources

1.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:

- behaviour in accordance with classroom, school and community expectations

► RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

1.S.7 apply the research process:

- ask questions to make meaning of a topic
- compare and contrast information gathered
- navigate within an electronic document

- access and retrieve appropriate information from electronic sources, when available, for a specific inquiry
- process information from more than one source to retell what has been discovered
- draw conclusions from organized information
- make predictions based on organized information

► COMMUNICATION

Students will:

1.S.8 demonstrate skills of oral, written and visual literacy:

- interact with others in a socially appropriate manner
- respond appropriately, verbally and in written forms, using language respectful of human diversity
- listen to others in order to understand their point of view
- create visual images using paint and draw programs

1.S.9 develop skills of media literacy:

- identify key words in a media presentation to determine the main idea

C	Citizenship
I	Identity
ER	Economics and Resources
LPP	The Land: Places and People

CC	Culture and Community
TCC	Time, Continuity and Change
GC	Global Connections
PADM	Power, Authority and Decision Making

Glossary of Terms and Concepts—Grade 1

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

characteristics	The particular combination of qualities in a person or place that makes that person or place different from others.
community	A group of people with commonalities that may include culture, language, values and beliefs, interests, practices and ways of life, history, and/or geographically defined shared space.
cooperation	To act or work together for a particular purpose, or to help someone willingly when help is requested.
decision making	The process of making a choice after careful consideration of all available options and potential consequences.
family	A social group of people that care for and support one another, often consisting of a parent, or parents, and their children, siblings and sometimes grandparents, uncles, aunts and other caregivers.
interests	Particular characteristics that motivate people to become involved with or participate in something.
responsibility	Having control and authority over something or someone and the duty of taking care of it or him/her.
role	The position of a person or group of people in a particular situation, or the duty which someone is expected to perform.
traditions	Beliefs, principles or ways of acting which people in a particular society or group have continued to follow for a long time, or all of the beliefs, principles or ways of acting in a particular group or society.
vitality	The capacity of a group or community to connect with its heritage and establish the institutions necessary for its functioning, growth and empowerment.

GRADE 2: Communities in Canada

Overview

Grade 2 students will investigate life in three diverse communities within Canada. Based on their understanding of their own communities, students will explore characteristics of selected rural and urban communities in Canada: an Inuit community, a Prairie community and an Acadian community. They will apply their understanding of various aspects that define communities, such as geography, culture, language, heritage, economics and resources, in their investigation of how communities are connected. Students will discover how people live in each of these communities and will reflect upon the vastness of Canada and the diversity of Canadian communities.

Students will also be given the opportunity to study the past of their own or one of the other communities studied. Throughout the study, emphasis will be on the contribution of individuals and groups to a community.

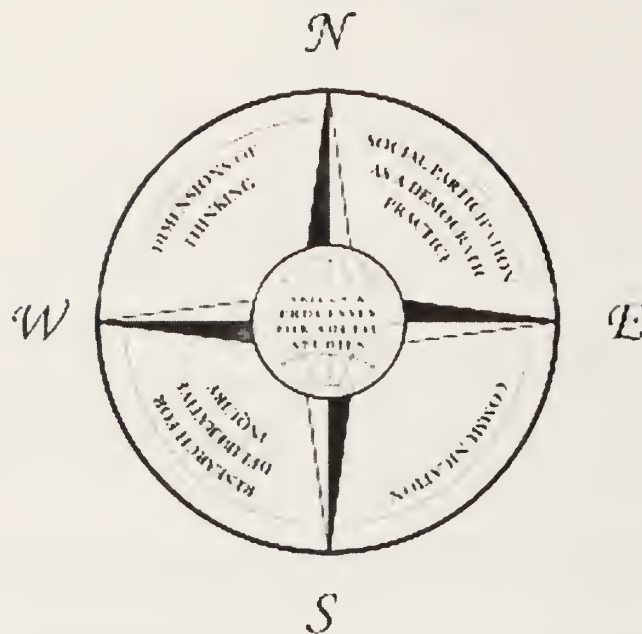
Rationale

Grade 2 students will develop a process for identifying characteristics of communities within Canada. They will inquire into the defining characteristics of a variety of communities in Canada to foster an appreciation of what makes a community and of each community's contributions to Canada as a nation. Through these explorations, students will develop an appreciation of and respect for the vastness of Canada and the diversity of Canadian communities.

Terms and Concepts

Acadians, goods, human geography, Inuit, physical geography, services, cultural diversity, rural, urban

General Outcome 2.1 Canada's Dynamic Communities	General Outcome 2.2 A Community in the Past
Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities.	Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of their community.
Local and Current Affairs	
In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies.	



Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 3.

Dimension of Thinking	
<i>critical thinking and creative thinking</i>	evaluate ideas and information from different points of view
<i>historical thinking</i>	correctly apply terms related to time, including past, present, future
<i>geographic thinking</i>	create and use a simple map to locate communities studied in the world
<i>decision making and problem solving</i>	apply new ideas and strategies to contribute to decision making and problem solving
Social Participation as a Democratic Practice	
<i>cooperation, conflict resolution and consensus building</i>	demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate
<i>age appropriate behaviour for social involvement</i>	participate in projects that improve or meet the particular needs of their school or community
Research for Deliberative Inquiry	
<i>research and information</i>	make connections between cause-and-effect relationships from information gathered from varied sources
Communication	
<i>oral, written and visual literacy</i>	organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration
<i>media literacy</i>	compare information on the same issue or topic from print media, television, photographs and the Internet

2.1 Canada's Dynamic Communities

General Outcome

Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities.

Specific Outcomes

► Values and Attitudes

Students will:

2.1.1 appreciate the physical and human geography of the communities studied:

- appreciate how a community's physical geography shapes identity (I, LPP)
- appreciate the diversity and vastness of Canada's land and peoples (CC, LPP)
- value oral history and stories as ways to learn about the land (LPP, TCC)
- acknowledge, explore and respect historic sites and monuments (CC, LPP, TCC)
- demonstrate care and concern for the environment (C, ER, LPP)

► Knowledge and Understanding

Students will:

2.1.2 investigate the physical geography of an Inuit, an Acadian, and a Prairie community in Canada by exploring and reflecting the following questions for inquiry:

- Where are the Inuit, Acadian and Prairie communities located in Canada? (LPP)
- How are the geographic regions different from where we live? (LPP)
- What are the major geographical regions, landforms and bodies of water in each community? (LPP)
- What are the main differences in climate among these communities? (LPP)
- What geographic factors determined the establishment of each community (e.g., soil, water and climate)? (LPP, TCC)
- How does the physical geography of each community shape its identity? (CC, I)
- What is daily life like for children in Inuit, Acadian and Prairie communities (e.g., recreation, school)? (CC, I, LPP)
- How does the vastness of Canada affect how we connect to other Canadian communities? (C, I, LPP)

C	Citizenship
I	Identity
ER	Economics and Resources
LPP	The Land: Places and People

CC	Culture and Community
TCC	Time, Continuity and Change
GC	Global Connections
PADM	Power, Authority and Decision Making

2.1.3 investigate the cultural and linguistic characteristics of an Inuit, an Acadian and a Prairie community in Canada by exploring and reflecting upon the following questions for inquiry:

- What are the cultural characteristics of the communities (e.g., special symbols, landmarks, languages spoken, shared stories or traditions, monuments, schools, churches)? (CC, LPP, TCC)
- What are the traditions and celebrations in the communities that connect the people to the past and to each other? (CC, LPP, TCC)
- How are the communities strengthened by their stories, traditions and events of the past? (CC, TCC)
- What are the linguistic roots and practices in the communities? (CC)
- What individuals and groups contributed to the development of the communities? (CC)
- How do these communities connect with one another (e.g., cultural exchanges, languages, traditions, music)? (CC)
- How do the cultural and linguistic characteristics of the communities studied contribute to Canada's identity? (CC, I)

2.1.4 investigate the economic characteristics of communities in Canada by exploring and reflecting upon the following questions for inquiry:

- What kinds of natural resources exist in the communities (e.g., fishing, agriculture, mining)? (ER, LPP)
- What are the occupations in each of the communities? (ER)
- What kinds of goods and services are available in the communities? (ER)
- What impact does industry have on the communities (i.e., agriculture, manufacturing)? (ER, LPP)

C	Citizenship
I	Identity
ER	Economics and Resources
LPP	The Land: Places and People

CC	Culture and Community
TCC	Time, Continuity and Change
GC	Global Connections
PADM	Power, Authority and Decision Making

2.2 A Community in the Past

General Outcome

Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of the community.

Specific Outcomes

► Values and Attitudes

Students will:

- 2.2.1 appreciate how stories of the past connect individuals and communities to the present (C, I, TCC)
- 2.2.2 appreciate how Aboriginal and Francophone peoples have influenced the development of the student's community (C, CC, I)
- 2.2.3 appreciate the importance of collaboration and living in harmony (C, PADM)
- 2.2.4 appreciate how connections to a community contribute to one's identity (I)
- 2.2.5 appreciate how cultural and linguistic exchanges connect one community to another (CC)

► Knowledge and Understanding

Students will:

- 2.2.6 analyze how their community emerged, by exploring and reflecting upon the following questions for inquiry:
 - What characteristics define their community? (CC, I)
 - What is unique about their community? (CC, I)
 - What are the origins of their community? (TCC)
 - What were the reasons for the establishment of their community (e.g., original fur trade fort, original inhabitants)? (CC, TCC)
 - What individuals or groups contributed to the development of their community? (CC, TCC)
- 2.2.7 examine how their community has changed, by exploring and reflecting upon the following questions for inquiry:
 - In what ways has our community changed over time (e.g., changes in transportation, land use)? (CC, TCC)
 - What has caused changes in their community? (CC, TCC)
 - How has the population of their community changed over time (e.g., ethnic mix, age, occupations)? (CC, LPP, TCC)
 - How have the people who live in the community contributed to change in the community? (CC, LPP, TCC)
 - How is the presence of Aboriginal and/or Francophone origins reflected in the community today? (CC)

C	Citizenship
I	Identity
ER	Economics and Resources
LPP	The Land: Places and People

CC	Culture and Community
TCC	Time, Continuity and Change
GC	Global Connections
PADM	Power, Authority and Decision Making

SKILLS AND PROCESSES FOR GRADE 2

Alberta Learning's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol ➤.

► DIMENSIONS OF THINKING

Students will:

2.S.1 develop skills of critical thinking and creative thinking:

- distinguish between a fictional and a factual account about Canadian communities
- choose and justify a course of action
- compare and contrast information from similar types of electronic sources, such as information collected on the Internet.

2.S.2 develop skills of historical thinking:

- correctly apply terms related to time (i.e., long ago, before, after)
- arrange events, facts and/or ideas in sequence

2.S.3 develop skills of geographic thinking:

- use a simple map to locate communities studied in Canada
- determine distance on a map, using relative terms such as near/far, here/there
- apply the concept of relative location to determine locations of people and places
- use cardinal directions to locate communities studied in relation to one's own community

2.S.4 demonstrate skills of decision making and problem solving:

- apply ideas and strategies to decision making and problem solving
- propose new ideas and strategies to contribute to decision making and problem solving

► SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

2.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- demonstrate the ability to deal constructively with diversity and disagreement
- work and play in harmony with others to create a safe and caring environment
- consider the needs and ideas of others
- share information collected from electronic sources to add to a group task

2.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:

- participate in activities that enhance their sense of belonging within their school and community

► RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

2.S.7 apply the research process:

- participate in formulating research questions
- develop questions that reflect a personal information need
- follow a plan to complete an inquiry
- access and retrieve appropriate information from electronic sources for a specific inquiry
- navigate within a document, compact disc or other software program that contains links
- organize information from more than one source
- process information from more than one source to retell what has been discovered
- formulate new questions as research progresses
- draw conclusions from organized information
- make predictions based on organized information

► COMMUNICATION

Students will:

2.S.8 demonstrate skills of oral, written and visual literacy:

- prepare and present information in their own words, using respectful language
- respond appropriately to comments and questions, using respectful language
- interact with others in a socially appropriate manner
- create visual images for particular audiences and purposes
- display data in a problem-solving context
- use technology to support a presentation

2.S.9 develop skills of media literacy:

- identify key words from gathered information on a topic or issue
- compare information on the same topic or issue from print media, television and photographs

Glossary of Terms and Concepts—Grade 2

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

Acadians	Descendants of approximately 100 French families who settled along the shores of the Baie française (now the Bay of Fundy) in the area now known as New Brunswick, Nova Scotia and Prince Edward Island.
cultural diversity	Differences in groups having a variety of languages, ethnicity, nationalities, within a shared space.
goods	Items that are produced and have an economic value.
human geography	The branch of geography that pertains specifically to how humans adapt to their environment.
Inuit	A member of any of several Aboriginal peoples who live in coastal regions of the Canadian Arctic and in Greenland.
physical geography	The study of the physical characteristics of the environment, for example, landforms, climate and bodies of water.
rural	Relating to farming, agricultural; of or relating to people who live in the country
services	Physical or intellectual labour.
urban	Relating to cities or city life.

GRADE 3: Connecting with the World

Overview

Grade 3 students will investigate life in four diverse communities around the world. The contemporary communities examined will be drawn from India, Tunisia, the Ukraine and Peru. Students will inquire into how geographic, social, cultural and linguistic factors affect quality of life in communities in the world. Students will enrich their awareness and appreciation of how people live in other places. Their understanding of global citizenship will be further developed and they will recognize Canada's involvement in other parts of the world.

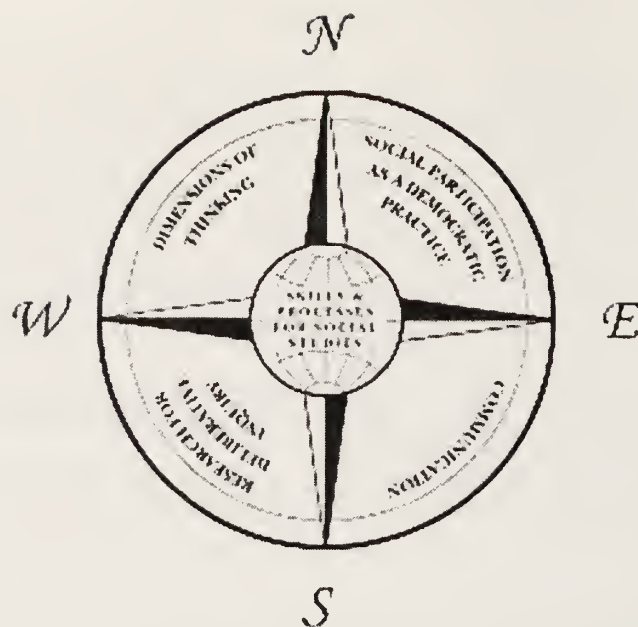
Rationale

Grade 3 provides opportunities to explore the defining and diverse nature of communities around the world. There will be an exploration of how common human needs are met and how they contribute to quality of life. Grade 3 also introduces students to global citizenship.

Terms and Concepts

equator, export, global, global citizenship, goods, hemisphere, import, poles, quality of life, relative location, resources, services

General Outcome 3.1 Communities in the World	General Outcome 3.2 Global Citizenship
Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine and Peru.	Students will demonstrate an understanding and appreciation of Canada's roles and responsibilities in global citizenship in relationship to communities in India, Tunisia, Ukraine and Peru.
Local and Current Affairs	
In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies.	



Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 3.

Dimension of Thinking	
<i>critical thinking and creative thinking</i>	evaluate ideas and information from different points of view
<i>historical thinking</i>	correctly apply terms related to time, including past, present, future
<i>geographic thinking</i>	create and use a simple map to locate communities studied in the world
<i>decision making and problem solving</i>	apply new ideas and strategies to contribute to decision making and problem solving
Social Participation as a Democratic Practice	
<i>cooperation, conflict resolution and consensus building</i>	demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate
<i>age appropriate behaviour for social involvement</i>	participate in projects that improve or meet the particular needs of their school or community
Research for Deliberative Inquiry	
<i>research and information</i>	make connections between cause-and-effect relationships from information gathered from varied sources
Communication	
<i>oral, written and visual literacy</i>	organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration
<i>media literacy</i>	compare information on the same issue or topic from print media, television, photographs and the Internet

3.1 Communities in the World

General Outcome

Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine and Peru.

Specific Outcomes

► Values and Attitudes

Students will:

3.1.1 appreciate similarities and differences among people and communities:

- demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own (CC)

► Knowledge and Understanding

Students will:

3.1.2 examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:

- What determines quality of life? (CC)
- How does daily life reflect quality of life in the communities (e.g., employment, transportation, roles of family members)? (CC, ER, GC)
- How does access to public services affect the communities? (e.g., schools, hospitals, libraries, transportation systems)? (ER, GC, PADM)
- What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)? (CC, GC, TCC)
- How is identity reflected in traditions, celebrations, stories and customs in the communities? (CC, I, TCC)
- How are the various leaders chosen in the communities (e.g., within families, within schools, within communities, within government)? (GC, PADM)
- How are decisions made in the communities? Who is responsible for making the decisions? (CC, PADM)
- How do the individuals and groups in the communities maintain peace? (GC, PADM)
- How do the individuals and groups in the communities cooperate and share with other group members? (C, CC)
- How is cultural diversity expressed within each community? (CC, I)

C	Citizenship
I	Identity
ER	Economics and Resources
LPP	The Land: Places and People

CC	Culture and Community
TCC	Time, Continuity and Change
GC	Global Connections
PADM	Power, Authority and Decision Making

- 3.1.3 examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:**
- Where, on a globe and/or map, are the communities in relation to Canada? (LPP)
 - In what ways do the people in the communities depend on, adapt to and change the environment in which they live and work? (ER, LPP)
 - In what ways do the communities show concern for their natural environment? (GC, LPP)
 - How does the physical geography influence the human activities in the communities (e.g., availability of water, climate)? (CC, LPP)
- 3.1.4 examine economic factors that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:**
- What are the main goods and services produced by the communities studied (i.e., agricultural activities, manufacturing activities)? (ER, GC)
 - What goods and services do the communities import from and export to other parts of the world? (ER, GC)
 - What are the main forms of technologies, transportation and communication in the communities? (ER, GC)

C	Citizenship
I	Identity
ER	Economics and Resources
LPP	The Land: Places and People

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3.2 Global Citizenship

General Outcome

Students will demonstrate an understanding and appreciation of Canada's roles and responsibilities in global citizenship in relation to communities in India, Tunisia, Ukraine and Peru.

Specific Outcomes

► Values and Attitudes

Students will:

3.2.1 appreciate elements of global citizenship:

- recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them (C, GC)
- respect the equality of all human beings (C, GC, I)

► Knowledge and Understanding

Students will:

3.2.2 explore the concept of global citizenship by reflecting upon the following questions for inquiry:

- How are the rights, responsibilities and roles of citizens in communities around the world the same or different than those of Canadian citizens? (C, GC)
- What are some environmental concerns that Canada and communities around the world share? (ER, GC)
- In what ways can individuals and groups contribute to positive change in the world? (C, GC, PADM)
- How do international organizations support communities in need throughout the world (e.g., UNICEF, Red Cross, Development and Peace)? (C, GC)
- What are examples of international organizations formed by individuals (e.g., Free the Children, Médecins sans frontières (Doctors Without Borders))? (C, GC)
- What are examples of international organizations formed by nations (e.g., UN)? (C, GC, PADM)

C	Citizenship
I	Identity
ER	Economics and Resources
LPP	The Land: Places and People

CC	Culture and Community
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PADM	Power, Authority and Decision Making

SKILLS AND PROCESSES FOR GRADE 3

Alberta Learning's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol ➤.

► DIMENSIONS OF THINKING

Students will:

3.S.1 develop skills of critical thinking and creative thinking:

- evaluate ideas and information from different points of view
- choose and justify a course of action
- generate original ideas and strategies in individual and group activities
- compare and contrast information from similar types of electronic sources, such as information collected on the Internet

3.S.2 develop skills of historical thinking:

- correctly apply terms related to time, including past, present, future
- arrange events, facts and/or ideas in sequence

3.S.3 develop skills of geographic thinking:

- create and use a simple map to locate communities studied in the world
- use cardinal and intermediate directions to locate places on maps and globes
- apply the concept of relative location to determine locations of people and places
- apply the terms hemisphere, poles, equator

3.S.4 demonstrate skills of decision making and problem solving:

- apply new ideas and strategies to contribute to decision making and problem solving
- support proposed ideas, strategies and options with facts and reasons
- collaborate with others to devise strategies for dealing with problems and issues
- use technology to organize and display data in a problem-solving context

► SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

3.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate
- demonstrate willingness to seek consensus among members of a work group
- consider the needs and points of view of others
- work and play in harmony with others to create a safe and caring environment
- share information collected from electronic sources to add to a group task

3.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:

- participate in projects that improve or meet the particular needs of their school or community

► RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

3.S.7 apply the research process:

- make connections between cause-and-effect relationships from information gathered from varied sources
- evaluate whether information supports an issue or a research question
- develop questions that reflect a personal information need
- follow a plan to complete an inquiry
- access and retrieve appropriate information from electronic sources for a specific inquiry
- navigate within a document, compact disc or other software program that contains links
- organize information from more than one source
- process information from more than one source to retell what has been discovered
- draw conclusions from organized information
- make predictions based on organized information
- formulate new questions as research progresses

► COMMUNICATION

Students will:

3.S.8 demonstrate skills of oral, written and visual literacy:

- organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration
- listen to others in order to understand their points of view
- interact with others in a socially appropriate manner
- create visual images for particular audiences and purposes
- use technology to support and present conclusions

3.S.9 develop skills of media literacy:

- compare information on the same issue or topic from print media, television, photographs and the Internet
- identify key words from information gathered from a variety of media on a topic or issue

Glossary of Terms and Concepts—Grade 3

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

equator	The imaginary circle around the Earth that is the same distance from the North and South Poles and divides the Earth into the northern and southern hemispheres.
export	To sell goods and services to another country.
global	Relating to the whole world.
global citizenship	A feeling of responsibility, beyond a country's borders, toward humanity.
goods	Items that are produced and have an economic value.
hemisphere	One half of the Earth, especially a half north or south of the equator or west or east of the Prime Meridian.
import	To buy or bring in products and services from another country, or to introduce new goods, customs or ideas to one country from another.
poles	North or South Pole: either of the two points on the Earth, the North and South Poles, that are the endpoints of its axis of rotation, are farthest from the equator, and are surrounded by icecaps.
quality of life	The sense of safety, comfort, security, health and happiness that a person has in his or her life.
relative location	A geographic location that is described by comparing its location to another location.
resources	Useful or valuable possessions or qualities of a country, organization or person.
services	Work done for somebody else: work done by somebody for somebody else as a job, a duty or a favour.

GRADE 4: Alberta: The Land, Histories and Stories

Overview

Grade 4 students will explore the geographic, cultural, linguistic, economic and historical characteristics that define quality of life in Alberta. They will appreciate how these characteristics reflect people's interaction with the land and how physical geography and natural resources affect quality of life. Through this exploration, students will also examine how major events and people shaped the evolution of Alberta.

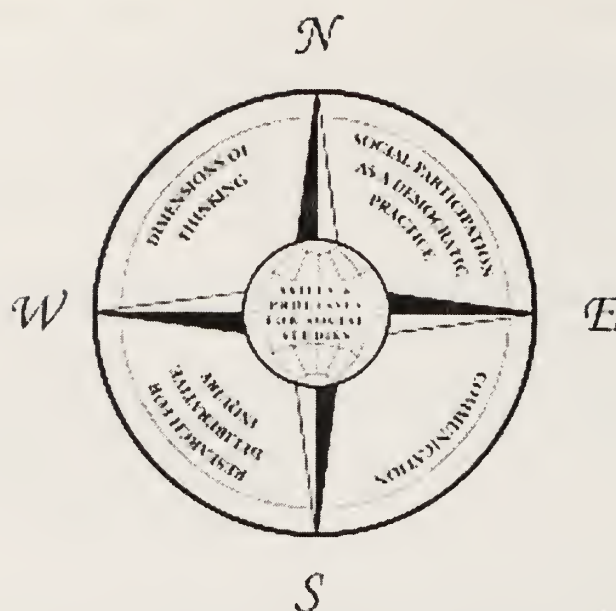
Rationale

As they reflect upon the people, places and stories of Alberta, Grade 4 students will develop a sense of place, identity and belonging within Alberta.

Terms and Concepts

Aboriginal, agriculture, archeology, cultural heritage, demographics, First Nations, fossils, Francophone, Francophonie, geology, Métis Nation, Métis settlements, multiculturalism, natural resources, paleontology, protected areas, sustainability, treaties

General Outcome 4.1 Alberta: A Sense of the Land	General Outcome 4.2 The Stories, Histories and People of Alberta	General Outcome 4.3 Alberta: Celebrations and Challenges
Students will demonstrate an understanding and appreciation of how elements of physical geography, climate, geology and paleontology are integral to the landscapes and environment of Alberta.	Students will demonstrate an understanding and appreciation of the role of stories, history and culture in strengthening communities and contributing to identity and a sense of belonging.	Students will demonstrate an understanding and appreciation of how Alberta has grown and changed culturally, economically and socially since 1905.
Local and Current Affairs		
In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies.		



Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 6.

Dimension of Thinking	
<i>critical thinking and creative thinking</i>	assess significant local and current affairs from a variety of sources, with a focus on examining bias and distinguishing fact from opinion
<i>historical thinking</i>	use primary sources to broaden understanding of historical events and issues
<i>geographic thinking</i>	construct and interpret various types of maps to broaden understanding of topics being studied (i.e., historical, physical, political maps)
<i>decision making and problem solving</i>	propose and apply new ideas, strategies and options to contribute to decision making and problem solving, supported with facts and reasons
Social Participation as a Democratic Practice	
<i>cooperation, conflict resolution and consensus building</i>	demonstrate the skills of compromise in order to reach group consensus
<i>age appropriate behaviour for social involvement</i>	demonstrate commitment to the well-being of their community by drawing attention to situations of injustice where action is needed
Research for Deliberative Inquiry	
<i>research and information</i>	determine reliability of information, filtering for point of view and bias
Communication	
<i>oral, written and visual literacy</i>	express opinions and present perspectives and information in a variety of forms such as oral or written presentations, speeches or debates
<i>media literacy</i>	detect bias present in the media

4.1 Alberta: A Sense of the Land

General Outcome

Students will demonstrate an understanding and appreciation of how elements of physical geography, climate, geology and paleontology are integral to the landscapes and environment of Alberta.

Specific Outcomes

► Values and Attitudes

Students will:

4.1.1 value Alberta's physical geography and natural environment:

- appreciate the diversity of elements pertaining to geography, climate, geology and paleontology in Alberta (LPP)
- appreciate how Alberta's fossil heritage contributes to the province's unique character (LPP)
- appreciate the variety and abundance of natural resources in Alberta (ER, LPP)
- appreciate the environmental significance of national and provincial parks and protected areas in Alberta (ER, LPP)
- appreciate how land sustains communities and quality of life (ER, LPP)
- demonstrate care and concern for the environment through their choices and actions (LPP)

► Knowledge and Understanding

Students will:

4.1.2 critically examine the physical geography of Alberta by exploring and reflecting upon the following questions and issues:

- Where is Alberta located in relation to the other provinces and territories of Canada? (LPP)
- What are the major geographical and natural vegetation regions, landforms and bodies of water in Alberta (e.g., prairie region, forests, rivers, hoodoos, Rocky Mountains, oil sands)? (LPP)
- What are the factors which determine climate in the diverse regions of Alberta (e.g., latitude, mountains)? (LPP)
- What are the significant natural resources in Alberta and where are they located (e.g., mineral deposits, coal, natural gas and oil, forests)? (ER, LPP)
- How are Alberta's provincial parks, protected areas and the national parks in Alberta important to the sustainability of Alberta's natural environment? (ER, LPP)

4.1.3 critically examine how geology and paleontology contribute to knowledge of Alberta's physical geography by exploring and reflecting upon the following questions and issues:

- How did archeologists and paleontologists discover the presence of dinosaurs in Alberta? (LPP, TCC)
- What geological features make Alberta unique (e.g., hoodoos, Rocky Mountains, foothills, oil sands)? (LPP)

C	Citizenship
I	Identity
ER	Economics and Resources
LPP	The Land: Places and People

CC	Culture and Community
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GC	Global Connections
PADM	Power, Authority and Decision Making

4.1.4 analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues:

- In what ways do the physical geography and natural resources of a region determine the establishment of communities? (LPP)
- How are natural resources used by Albertans (i.e., agriculture, oil and natural gas, forests, coal)? (ER, LPP)
- How do Albertans deal with competing demands on land use in Alberta (e.g., conservation, solar and wind power, recreation, agriculture, oil exploration, forestry)? (ER, LPP)
- In what ways does the Royal Tyrrell Museum contribute to scientific knowledge regarding Alberta's fossil heritage? (ER, LPP, TCC)
- How can ownership of a discovered artifact be determined? (C, ER, PADM)
- Whose responsibility should it be to ensure the preservation of national parks, provincial parks and protected areas in Alberta? (C, LPP, PADM)

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4.2 The Stories, Histories and People of Alberta

General Outcome

Students will demonstrate an understanding and appreciation of the role of stories, history and culture in strengthening communities and contributing to identity and a sense of belonging.

Stories: Stories provide a vital opportunity to bring history to life. Through stories, people share information, values and attitudes about history, culture and heritage. Stories are communicated through legends, myths, creation stories, narratives, oral traditions, songs, music, dance, literature, visual and dramatic arts, traditions, and celebrations. They can include or be supported by biographies, autobiographies, archives, news items, novels or short stories.

In social studies, stories provide students with opportunities to understand the dynamics of peoples, cultures, places, issues and events that are integral to Alberta's history and contemporary society.

Specific Outcomes

► Values and Attitudes

Students will:

4.2.1 appreciate how an understanding of Alberta's history, peoples and stories contributes to their sense of belonging and identity:

- recognize how stories of people and events provide multiple perspectives on past and present events (I, TCC)
- recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history (CC, TCC)
- recognize the presence and influence of diverse Aboriginal peoples as inherent to Alberta's culture and identity (CC, I, TCC)
- recognize the history of the French language and the vitality of Francophone communities as an integral part of Alberta's heritage (CC, I, TCC)
- recognize British institutions and peoples as an integral part of Alberta's heritage (CC, I, TCC)
- recognize how the diversity of immigrants from Europe and other continents has enriched Alberta's rural and urban communities (CC, I, TCC)
- demonstrate respect for places and objects of historical significance (I, LPP, TCC)

► Knowledge and Understanding

Students will:

4.2.2 critically assess how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:

- Which First Nations originally inhabited the different areas of the province? (CC, LPP, TCC)
- How is the diversity of Aboriginal peoples reflected in the number of languages spoken? (CC, I, LPP)

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- What do the stories of the Aboriginal peoples tell us about their beliefs about the relationship between people and the land? (TCC)
- What movement or migration from within Canada contributed to the populating of Alberta? (LPP, TCC)
- In what ways did Francophones establish their roots in urban and rural Alberta (i.e., voyageurs, missionary work, founding institutions, media, politics, commerce)? (CC, I, LPP, TCC)
- How did the Métis Nation and Métis Settlements contribute to Alberta's identity (i.e., languages, accomplishments)? (CC, I, LPP, TCC)
- How did French and English become the two languages most used in business and politics in Alberta during the 19th and early 20th centuries? (CC, I, PADM)
- How did British institutions provide the structure for the settlement of newcomers to Alberta (i.e., NWMP, schools, lieutenant-governor, Assembly of the Northwest Territories)? (GC, I, PADM, TCC)
- How did European immigration contribute to the establishment of communities in Alberta in late 19th century and early 20th century? (CC, GC, I, TCC)
- How did the arrival of diverse groups of people determine the establishment and continued growth of rural and urban communities? (CC, GC, LPP)
- How are agriculture and the establishment of communities interconnected? (ER, LPP)

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4.3 Alberta: Celebrations and Challenges

General Outcome

Students will demonstrate an understanding and appreciation of how Alberta has grown and changed culturally, economically and socially since 1905.

Specific Outcomes

► Values and Attitudes

4.3.1 appreciate the factors contributing to the quality of life in Alberta:

- value and respect their own and other cultural identities (C, I)
- demonstrate respect for the rights, opinions and perspectives of others (C, I)
- demonstrate respect for the cultural and linguistic diversity in Alberta (C, I)
- recognize global affiliations within the Alberta Francophonie (GC)
- appreciate the influence of the natural environment and resources on the growth and development of Alberta (ER, LPP)
- value and respect their relationships with the environment (C, ER, LPP)

► Knowledge and Understanding

Students will:

4.3.2 critically assess the challenges and opportunities that Alberta has faced in its growth and development by exploring and reflecting upon the following questions and issues:

- What led to Alberta's joining Confederation? (TCC, PADM)
- What key events have impacted the economy of Alberta (i.e., discovery of oil, drought of the 1930s)? (ER, LPP, TCC)
- In what ways have occupations and commerce been impacted by geography, climate and natural resources in Alberta (i.e., forestry, agriculture, aviation, seasonal activities, tourism)? (ER, LPP, TCC)

4.3.3 critically examine Alberta's changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:

- In what ways has Alberta changed demographically since 1905 (i.e., population distribution in rural and urban areas, arrival of diverse ethnic groups, languages spoken)? (CC, I, LPP, TCC)
- In what ways have Aboriginal peoples and communities changed over time? (CC, I, TCC)
- How has multiculturalism in Alberta evolved over time? (CC, I, GC, LPP)
- How has the Alberta Francophonie become increasingly multicultural? (CC, I, GC)
- How do buildings, historic sites and institutions reflect the establishment and cultural diversity of communities in Alberta (i.e., Glenbow Museum, Provincial Museum of Alberta, Head-Smashed-In-Buffalo-Jump, Writing-on-Stone Provincial Park, Father Lacombe Chapel Provincial Historical Site, Ukrainian Cultural Heritage Village)? (CC, I, LPP, TCC)
- How do the names of geographic places reflect the origins of the people who inhabited, discovered or developed communities in these places? (CC, I, LPP, TCC)

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- In what ways have music, art, narratives and literature contributed to the vitality of the culture, language and identity of diverse Alberta communities over time? (I, CC, LPP, TCC)
- How does living in a particular community, region or province help shape individual and collective identity? (CC, I, LPP)

4.3.4 examine recreation and tourism in Alberta by exploring and reflecting upon the following questions and issues:

- How do recreational sites and activities reflect Alberta's heritage and strengthen communities (e.g., festivals, fairs, celebrations, rodeos)? (C, CC, I, ER)
- How do physical geography and climate affect seasonal activities throughout Alberta? (ER, LPP)
- To what extent do recreation and tourism foster appreciation of Alberta's natural regions and environment? (ER, LPP)
- In what ways do the interests of tourism and the natural environment conflict? (ER, LPP)

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SKILLS AND PROCESSES FOR GRADE 4

Alberta Learning's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol ➤.

► DIMENSIONS OF THINKING

Students will:

4.S.1 develop skills of critical thinking and creative thinking:

- evaluate significant local and current affairs, distinguishing between fact and opinion
- critically evaluate ideas, information and positions from multiple perspectives
- re-evaluate opinions to broaden understanding of a topic or an issue
- generate original ideas and strategies in individual and group activities
- seek responses to inquiries from various authorities through electronic media

4.S.2 develop skills of historical thinking:

- use photographs and interviews to make meaning of historical information
- use historical and community resources to understand and organize the sequence of local historical events
- explain the historical context of key events of a given time period

4.S.3 develop skills of geographic thinking:

- use a scale to determine the distance between places on maps of Alberta
- construct graphs, tables, charts and maps to interpret information
- use historical maps to make meaning of historical events and issues
- use cardinal and intermediate directions to locate places on maps and globes
- identify the location of sources of non-renewable resources (e.g., fossil fuels, minerals)

4.S.4 demonstrate skills of decision making and problem solving:

- contribute and apply new ideas and strategies to decision making and problem solving, supported with facts and reasons
- identify situations where a decision needs to be made and a problem requires attention
- select and use technology to assist in problem solving
- use data gathered from a variety of electronic sources to address identified problems
- solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology
- use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections between ideas and information in a problem-solving environment

► SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

4.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- demonstrate an awareness of the skills required for compromise and consensus building
- demonstrate the ability to deal constructively with diversity and disagreement
- consider the needs and points of view of others
- work collaboratively with others to complete a group task
- share information collected from electronic sources to add to a group task

- 4.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:**
- initiate projects that meet the particular needs or expectations of their school or community

► RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

4.S.7 apply the research process:

- develop the skills of skimming and scanning to gather relevant information
- organize and synthesize information gathered from a variety of sources
- use graphic organizers, such as webbing or Venn diagrams, to make meaning of information
- draw and support conclusions based on information gathered to answer a research question
- formulate new questions as research progresses
- cite references as part of research
- access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)
- navigate within a document, compact disc or software application that contains links
- organize information gathered from the Internet or electronic source, selecting and recording the data in logical files or categories
- organize information using tools such as databases, spreadsheets or electronic webbing

► COMMUNICATION

Students will:

4.S.8 demonstrate skills of oral, written and visual literacy:

- organize and present information, taking particular audiences and purposes into consideration
- respond appropriately to comments and questions, using language respectful of human diversity
- listen to others in order to understand their perspectives
- create visual images for particular audiences and purposes
- use selected presentation tools to demonstrate connections among various pieces of information
- communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes

4.S.9 develop skills of media literacy:

- compare information on the same issue or topic from print media, television, photographs and the Internet
- examine diverse perspectives regarding an issue presented in the media
- identify and distinguish points of view expressed in electronic sources on a particular topic

Glossary of Terms and Concepts—Grade 4

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

Aboriginal	The descendants of the original inhabitants of North America. First Nations, Inuit and Métis peoples have unique heritages, languages, cultural practices and spiritual beliefs. Aboriginals is also a term used in other parts of the world to refer to the first inhabitants of a given area.
agriculture	The sector of the economy that deals with farming.
archeology	The study of the buildings, containers and other, usually buried, objects that belonged to people who lived in the past.
cultural heritage	The beliefs, customs, knowledge, values and historical experiences shared by a given group.
demographics	Information pertaining to the study of the population.
First Nations	Refers to the various governments of the first peoples of Canada. There are over 600 First Nations across Canada, with 46 First Nations in Alberta.
fossils	A remnant or trace of an organism (plant or animal) of a past geologic age, such as a skeleton embedded and preserved in the earth's crust.
Francophone	A person for whom French is the first language learned and/or still in use; a person of French language and culture.
Francophonie	Totality of the Francophone community in a given region, province, territory or country. On a global level, a group of 47 countries (150 million people) on five continents, for whom French is an official or commonly used language.
geology	The study of the origin, history and structure of the Earth.
Métis Nation	Métis Nation of Alberta Association; consists of an elected Provincial President and Vice-President and six elected Zone Presidents and six Vice-Presidents from each of six zones across Alberta. There are approximately 65 MNAA Locals across Alberta.
Métis settlements	Eight distinct geographic areas in northern Alberta, established in the 1930s as corporate entities, similar to municipal corporations, with broad self-governing powers. The settlements are governed locally by elected 5-member councils, and collectively by the Métis Settlements General Council.

multiculturalism	Policy consisting of recognizing and promoting the cultural diversity of a population sharing a common territory.
natural resources	Elements of the natural environment that are of use to humans. They include non-renewable and renewable resources. Non-renewable resources, such as oil, natural gas and minerals, are limited in quantity; renewable resources, such as forests, water and fish, can be regenerated and can last indefinitely if used carefully.
paleontology	The study of the forms of life existing in prehistoric times.
protected areas	Areas identified and legislated by federal, provincial and municipal governments as needing particular care and protection for environmental and/or cultural reasons.
sustainability	The ability of land to maintain life and/or provide necessities or nourishment on a continued and renewed basis for the organisms interacting with it and depending on it.
treaties	Legal documents between government and a First Nation that confer rights and obligation on both parties. To First Nations peoples, the treaties are sacred documents made by the parties and often sealed by a pipe ceremony.

GRADE 5: Canada: The Land, Histories and Stories

Overview

Grade 5 students will examine how ways of life of peoples in Canada are integral to Canadian culture and identity. They will explore the geographic vastness of Canada, and relationships between the land, places and people. As they reflect upon the stories of diverse Aboriginal, French, British and immigrant experiences in Canada over time, students will develop a sense of place and an awareness of how these multiple stories contribute to the students' sense of citizenship and identity.

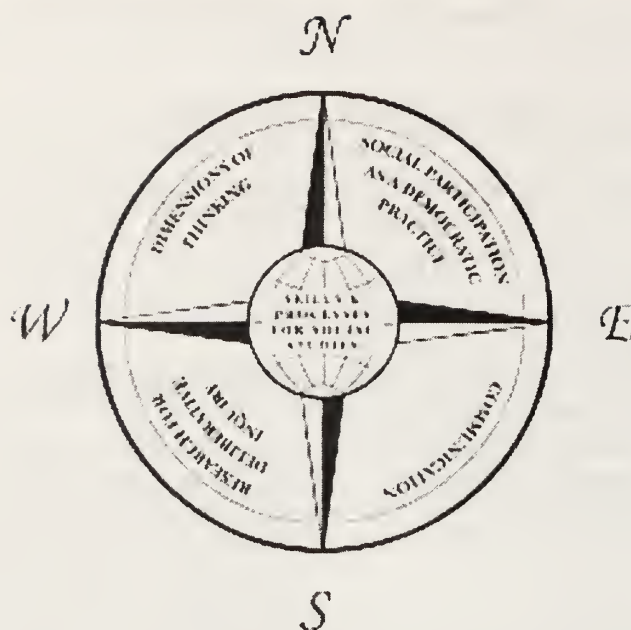
Rationale

Grade 5 students will be provided with opportunities to explore how the diversity of stories and experiences, and the vastness of Canada, affect citizenship and identity in the Canadian context.

Terms and Concepts

Aboriginal, anthropology, archaeology, Canadian Charter of Rights and Freedoms, Confederation, coureurs des bois, cultural heritage, demographics, Elder, First Nations, Francophone, fur trade, Great Depression, Great Migration, habitants, immigration, industrialization, Inuit, Métis, New France, reserve, seigneurial system, treaties, voyageurs

General Outcome 5.1 Physical Geography of Canada	General Outcome 5.2 Histories and Stories of Ways of Life in Canada	General Outcome 5.3 Canada: Shaping an Identity
Students will demonstrate an understanding and appreciation of how the physical geography and natural resources of Canada affect quality of life of all Canadians.	Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time, and appreciate the diversity of Canada's heritage.	Students will demonstrate an understanding of the events and factors that have changed the ways of life in Canada over time and appreciate the impact of these changes on citizenship and identity.
Local and Current Affairs		
In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies.		



Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 6.

Dimension of Thinking	
<i>critical thinking and creative thinking</i>	assess significant local and current affairs from a variety of sources, with a focus on examining bias and distinguishing fact from opinion
<i>historical thinking</i>	use primary sources to broaden understanding of historical events and issues
<i>geographic thinking</i>	construct and interpret various types of maps to broaden understanding of topics being studied (i.e., historical, physical, political maps)
<i>decision making and problem solving</i>	propose and apply new ideas, strategies and options to contribute to decision making and problem solving, supported with facts and reasons
Social Participation as a Democratic Practice	
<i>cooperation, conflict resolution and consensus building</i>	demonstrate the skills of compromise in order to reach group consensus
<i>age appropriate behaviour for social involvement</i>	demonstrate commitment to the well-being of their community by drawing attention to situations of injustice where action is needed
Research for Deliberative Inquiry	
<i>research and information</i>	determine reliability of information, filtering for point of view and bias
Communication	
<i>oral, written and visual literacy</i>	express opinions and present perspectives and information in a variety of forms such as oral or written presentations, speeches or debates
<i>media literacy</i>	detect bias present in the media

5.1 Physical Geography of Canada

General Outcome

Students will demonstrate an understanding and appreciation of how the physical geography and natural resources of Canada affect quality of life of all Canadians.

Specific Outcomes

► Values and Attitudes

Students will:

5.1.1 value Canada's physical geography and natural environment:

- appreciate the variety and abundance of natural resources in Canada (ER, LPP)
- appreciate the diversity of geographic phenomena in Canada (LPP)
- appreciate the environmental significance of national parks and protected areas in Canada (ER, LPP)
- appreciate how the land sustains communities and the diverse ways that people have of living with the land (GC, LPP)
- appreciate the influence of the natural environment on the growth and development of Canada (LPP)
- demonstrate care and concern for the environment through their choices and actions (GC, LPP)
- appreciate the geographic vastness of Canada (LPP)

► Knowledge and Understanding

Students will:

5.1.2 critically examine the physical geography of Canada by exploring and reflecting upon the following questions and issues:

- What are the major geographical regions, landforms and bodies of water in Canada? (LPP)
- How do landforms, bodies of water and natural resources affect the quality of life in Canada? (LPP)
- How have natural disasters and severe weather been part of Canada's physical geography? (LPP, TCC)
- What are the differences and similarities between the regions of Canada? (LPP)
- How is the geographical region they live in different from other regions of Canada? (LPP)
- What are the factors which determine climate in the diverse regions of Canada (e.g., latitude, water, mountains)? (LPP)
- How are Canada's national parks and protected areas important to the sustainability of Canada's natural environment? (ER, LPP)

5.1.3 analyze how people in Canada interact with the environment by exploring and reflecting upon the following questions and issues:

- In what ways do natural resources and the physical geography of a region determine the establishment of communities? (ER, LPP)
- How are natural resources used, exchanged and conserved in Canada? (ER, LPP)
- Whose responsibility should it be to ensure the preservation of Canada's national parks and protected areas? (C, ER, LPP)

C	Citizenship
I	Identity
ER	Economics and Resources
LPP	The Land: Places and People

CC	Culture and Community
TCC	Time, Continuity and Change
GC	Global Connections
PADM	Power, Authority and Decision Making

5.2 Histories and Stories of Ways of Life in Canada

General Outcome

Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time, and appreciate the diversity of Canada's heritage.

Stories: Stories provide a vital opportunity to bring history to life. Through stories, people share information, values and attitudes about history, culture and heritage. Stories are communicated through legends, myths, creation stories, narratives, oral traditions, songs, music, dance, literature, visual and dramatic arts, traditions, and celebrations. They can include or be supported by biographies, autobiographies, archives, news items, novels or short stories.

In social studies, stories provide students with opportunities to understand the dynamics of peoples, cultures, places, issues and events that are integral to Canada's history and contemporary society.

Specific Outcomes

► Values and Attitudes

Students will:

5.2.1 appreciate the complexity of identity in the Canadian context:

- recognize how an understanding of Canadian history and the stories of its peoples contribute to their sense of identity (I, TCC)
- acknowledge oral traditions, narratives and stories as valid sources of knowledge about the land and diverse Aboriginal cultures and history (CC, I, TCC)
- acknowledge the roots of Francophone identity and presence in Canada (CC, I, TCC)
- acknowledge the British influence and presence in Canada (CC, I, TCC)
- acknowledge the contributions made by diverse cultural groups to the evolution of Canada (CC, I, TCC)
- recognize how changes in society can affect identity (CC, I)

► Knowledge and Understanding

Students will:

5.2.2 critically examine the ways of life of Aboriginal peoples in Canada by exploring and reflecting upon the following questions and issues:

- What do the stories of First Nations, Métis and Inuit peoples tell us about their beliefs regarding the relationship between people and the land? (I, CC, TCC)
- How are the Aboriginal cultures and ways of life unique in each of the western, northern, central and eastern regions of Canada? (I, CC, TCC)
- How were the natural environment and geography of each area of Canada determining factors of the diversity among Aboriginal groups (e.g., languages, symbolism)? (LPP, TCC)
- What was the significance of the potlatch to the identity of the Aboriginal peoples of the Northwest Coast? (I, CC, LPP)
- In what ways do anthropology and archaeology contribute to our understanding of First Nations, Métis and Inuit peoples? (CC, LPP, TCC)

C	Citizenship
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- 5.2.3 critically examine ways of life in New France by exploring and reflecting upon the following questions and issues:**
- How do stories and legends of the *coureurs des bois* and *voyageurs* inform us about Francophone history, culture and presence throughout Canada? (I, CC, TCC)
 - What do stories about the *habitants* tell us about Francophone history, culture and presence in Canada? (I, CC, TCC)
- 5.2.4 critically examine ways of life of the fur traders by exploring and reflecting upon the following questions and issues:**
- How are the stories of the Métis people, their culture and heritage rooted in the fur trade? (CC, I, TCC)
 - How do stories about ways of life in fur trade forts reflect the British influence in Canada? (CC, TCC, PADM)
 - What were the main languages spoken by fur traders and their families in the fur trade forts? (I, CC, TCC, ER)
- 5.2.5 critically examine ways of life of the United Empire Loyalists by exploring and reflecting upon the following questions and issues:**
- What do stories of the United Empire Loyalists tell us about the British culture and presence in Canada? (CC, I, TCC)
 - How did the diversity of United Empire Loyalists contribute to Canadian diversity? (I, CC, TCC, LPP)
- 5.2.6 critically examine the ways of life of immigrants from the British Isles during the Great Migration by exploring and reflecting upon the following questions and issues:**
- What do stories of Irish and Scottish immigrants tell us about their heritage and presence in Canada? (CC, I, TCC)
 - What do the stories of the British peoples tell us about the British history, culture and presence in Canada? (CC, I, TCC)
- 5.2.7 critically examine how the North-West Mounted Police shaped ways of life in Canada by exploring and reflecting upon the following questions and issues:**
- What do stories of the North-West Mounted Police tell us about the settlement and development of Western and Northern Canada? (LPP, PADM)
 - How have stories of the North-West Mounted Police shaped identity in Western and Northern Canada? (I, TCC, PADM)
- 5.2.8 critically examine ways of life of non-European immigrants by exploring and reflecting upon the following questions and issues:**
- How do the stories of the Chinese immigrants contribute to an understanding of the development of Canada (i.e., railway workers)? (CC, I, TCC)
 - What do stories of the Underground Railroad tell us about the history and presence of Black communities in Canada? (CC, I, TCC, LPP)
 - How do stories of immigrants from India contribute to an understanding of diversity in Canada? (CC, I)

C	Citizenship
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5.2.9 critically examine how European immigrants shaped ways of life in Western Canada by exploring and reflecting upon the following questions and issues:

- What do the stories of immigrants from Ukraine, Poland, Russia and Germany tell us about their history and presence in Western Canada? (CC, I, GC, LPP, TCC)
- How were European immigrants affected by pressures to conform in Western Canada? (C, CC, I, GC, LPP, TCC)

C	Citizenship
I	Identity
ER	Economics and Resources
LPP	The Land: Places and People

CC	Culture and Community
TCC	Time, Continuity and Change
GC	Global Connections
PADM	Power, Authority and Decision Making

5.3 Canada: Shaping an Identity

General Outcome

Students will demonstrate an understanding of events and factors that have changed the ways of life in Canada over time and appreciate the impact of these changes on citizenship and identity.

Specific Outcomes

► Values and Attitudes

Students will:

5.3.1 appreciate how changes impact citizenship and identity:

- recognize how economic and political changes impact ways of life of citizens (C, ER, I, PADM)
- recognize the effects of Confederation on citizenship and identity from multiple perspectives (C, I, PADM, TCC)
- recognize the historical significance of French and English as Canada's official languages (C, I, PADM)

► Knowledge and Understanding

Students will:

5.3.2 critically assess the changes that occurred in Canada immediately following Confederation by exploring and reflecting upon the following questions and issues:

- How did John A. Macdonald and Georges Étienne Cartier contribute as partners of Confederation? (TCC, PADM)
- How did the circumstances surrounding Confederation eventually lead to French and English becoming Canada's two official languages? (I, C, PADM)
- How did the building of Canada's national railway affect the development of Canada? (CC, ER, PADM)
- Why were Aboriginal peoples excluded from the negotiations surrounding Confederation? (TCC, PADM)

5.3.3 critically assess how the Famous Five brought about change in Canada by exploring:

- Who were the Famous Five? (LPP, TCC)
- How did they identify the need for change in Canadian laws? (C, I, PADM)
- How did the changes brought on by their actions affect individual rights in Canada? (C, I, PADM)

5.3.4 critically assess how economic booms and crashes affected ways of life in Canada by exploring:

- How did World War I contribute to the industrialization and urbanization of Canada? (ER, LPP)
- In what ways did the Great Depression of the 1930s affect ways of life in urban and rural communities? (ER, LPP, TCC)
- How did the economic boom immediately following WWII affect ways of life in Canada? (CC, ER, TCC)

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5.3.5 critically assess how historical events shaped collective identity in the Canadian context by exploring:

- How was the Statute of Westminster a recognition of Canada as a nation? (C, I, TCC)
- How has Lester B. Pearson's initiative within the United Nations contributed to Canada's identity as a peacekeeping nation? (GC, I, PADM)
- How did the adoption of the Canadian flag affect collective identity within Canada? (I, LPP)
- How is the patriation of the Constitution in 1982 a step toward nationhood? (GC, I, PADM)
- How is the Canadian Charter of Rights and Freedoms a symbol of Canada as a nation? (I, PADM)
- What factors led to the creation of Nunavut? (I, CC, LPP, PADM)

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SKILLS AND PROCESSES FOR GRADE 5

Alberta Learning's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol ➤.

► DIMENSIONS OF THINKING

Students will:

5.S.1 develop skills of critical thinking and creative thinking:

- analyze significant local and current affairs from a variety of sources, distinguishing between fact and opinion
- critically evaluate ideas, information and positions from multiple perspectives
- re-evaluate personal opinions to broaden understanding of a topic or an issue
- generate original ideas and strategies in situations of individual and group activities
- seek responses to inquiries from various authorities through electronic media
- recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used

5.S.2 develop skills of historical thinking:

- use photographs and interviews to make meaning of historical information
- use historical and community resources to understand and organize the sequence of national historical events
- explain the historical context of key events of a given time period
- organize information using such tools as databases, spreadsheets or electronic webbing

5.S.3 develop skills of geographic thinking:

- use latitude and longitude to determine the absolute location of places on maps and globes in Canada
- construct maps, diagrams and charts to display geographic information
- use historical maps to make meaning of historical events and issues
- use cardinal and intermediate directions and simple grids to locate places on maps and globes
- use scale to determine the distance between places on maps and globes
- list, map and discuss major waterways that have been significant in the establishment of communities in Canada (e.g., St. Lawrence River, Great Lakes, St. Lawrence Seaway, Red River)

5.S.4. demonstrate skills of decision making and problem solving:

- determine when a decision needs to be made in dealing with problems and issues
- collaborate with others to apply strategies for decision making and problem solving
- select and use technology to assist in problem solving
- use data gathered from a variety of electronic sources to address identified problems
- solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology
- use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections between ideas and information in a problem-solving environment
- generate alternative solutions to problems, using technology to facilitate the process

► SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

5.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- consider multiple perspectives while attempting to reach consensus within a group
- demonstrate the ability to deal constructively with diversity and disagreement
- work collaboratively with others to achieve a common goal
- record group brainstorming, planning and sharing of ideas, using technology
- retrieve data from available storage devices, such as a shared folder, to which a group has contributed

5.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:

- demonstrate commitment to the well-being of the school or community by volunteering to help where needed

► RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

5.S.7 apply the research process:

- determine themes, patterns and trends from information gathered
- use graphs, tables, charts and Venn diagrams to interpret information
- draw and support conclusions based on information gathered to answer a research question
- cite references as part of research
- design and follow a plan, including a schedule, to be used during an inquiry process, and make revisions to the plan as necessary
- access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)
- navigate within a document, compact disc or other software program that contains links
- organize information gathered from the Internet or electronic source, selecting and recording the data in logical files or categories
- organize information, using tools such as databases, spreadsheets or electronic webbing
- use a variety of technologies to organize and synthesize researched information
- reflect on and describe the processes involved in completing a project

► COMMUNICATION

Students will:

5.S.8 demonstrate skills of oral, written and visual literacy:

- select appropriate forms of delivery of written and oral information, taking particular audiences and purposes into consideration
- respond appropriately to comments and questions, using language respectful of human diversity
- listen to others in order to understand their perspectives
- create visual images for particular audiences and purposes
- identify and distinguish points of view expressed in electronic sources on a particular topic
- extend the scope of a project beyond classroom collaboration by using communication technologies such as the telephone and e-mail
- communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes

5.S.9 develop skills of media literacy:

- examine how various people might interpret a media message differently
- examine diverse perspectives regarding an issue presented in the media

Glossary of Terms and Concepts—Grade 5

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

Aboriginal	The descendants of the original inhabitants of North America. First Nations, Inuit and Métis peoples have unique heritages, languages, cultural practices and spiritual beliefs. Aboriginals is also a term used in other parts of the world to refer to the first inhabitants of a given area.
anthropology	The study of the human race, its cultures and societies, and their physical development.
archaeology	The study of the buildings, containers and other, usually buried, objects that belonged to people who lived in the past.
Canadian Charter of Rights and Freedoms	Document entrenched in the 1982 Constitutional Act, which lists and describes the fundamental rights and freedoms guaranteed to Canadians.
Confederation	The signing of the British North America Act in 1867, uniting the four provinces of Ontario, Québec, New Brunswick and Nova Scotia.
coureurs des bois	Young men who left the villages of New France to live among Aboriginal peoples; they made trading agreements and collected furs, learned native languages, and became skilled at wilderness travel and the native way of life.
cultural heritage	The beliefs, customs, knowledge, values and historical experiences shared by a given group.
demographics	Information pertaining to the study of the population.
Elder	Any person regarded or chosen by an Aboriginal groups to be the keeper and teacher of its oral tradition and knowledge. This is a person who is recognized for his/her wisdom about spirituality, culture and life. Not all Elders are “old.” An Aboriginal community and/or individuals will typically seek the advice and assistance of Elders in various areas of traditional as well as contemporary issues.
First Nations	Refers to the various governments of the first peoples of Canada. There are over 600 First Nations across Canada, with 46 First Nations in Alberta.
Francophone	A person for whom French is the first language learned and/or still in use; a person of French language and culture.
fur trade	An economic activity that took place in British North America between the 16 th and 19 th centuries, involving the buying and selling of animal pelts, primarily beaver.

Great Depression	Severe, prolonged low economic activity and high unemployment that existed in the 1930s.
Great Migration	A term used to describe the large numbers of British immigrants who immigrated to Canada between 1815 and 1850.
habitants	Tenant farmers of New France who held land under the seigneurial system.
immigration	Movement of people intending to establish a home and gain citizenship in a country which is not their native country.
industrialization	The movement toward the use of machinery to collect and manufacture raw materials.
Inuit	Aboriginal people in northern Canada mostly living above the tree line in the Northwest Territories, northern Québec and Labrador.
Métis	People of mixed First Nations and European ancestry who identify themselves as Métis people. They are distinct from First Nations, Inuit and non-Aboriginal peoples. The Métis history and culture draws on diverse ancestral origins such as Scottish, Irish, French, Ojibway and Cree.
New France	Name given to all the territory in North America held by France from the 1520s to 1763. The vast territory, from the Hudson Strait to the Gulf of Mexico, included Acadia, Louisiana and the Mississippi Valley. The largest French population was concentrated in the Saint Lawrence Valley.
reserve	An area of land which is protected and set aside by the federal government for Aboriginal peoples in accordance with treaties.
seigneurial system	Name for the system by which land was held in New France. The Royal government in France granted large blocks of land in New France to French nobles, army officers, merchants and government officials, who became known as seigneurs (meaning “lords” or “landlords”). The seigneurs were required to either farm their land themselves or lease much of it to farmers (known as habitants).
treaties	Legal documents between government and a First Nation that confer rights and obligation on both parties. To First Nations peoples, the treaties are sacred documents made by the parties and often sealed by a pipe ceremony.
voyageurs	Adventurers who ventured west by canoe from Montréal to the interior to trade with Aboriginal peoples for furs.

GRADE 6: Democracy: Action and Participation

Overview

Grade 6 students will examine how participation in the democratic process is a means for governments and citizens to effect change in their communities. They will explore how democratic principles and ideals are reflected in the structure and functions of their local and provincial governments. Students will examine how ancient Athens and the Iroquois Confederacy have influenced Canada's democratic processes.

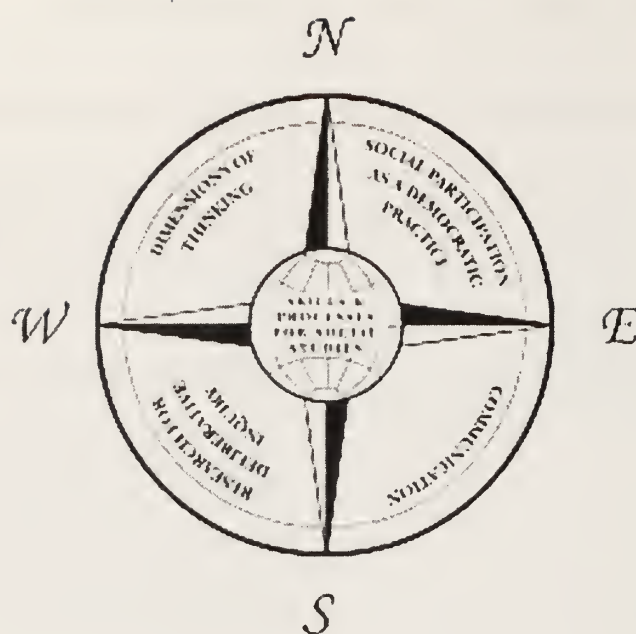
Rationale

Grade 6 students will broaden their understanding of democracy in the Canadian experience and develop an awareness of the active role that engaged citizens can play within the democratic process.

Terms and Concepts

ACFA, Canadian Charter of Rights and Freedoms, collective identity, consensus, democracy, electorate, equity, fairness, FNA, justice, local government, MLA, MNAA, Official Language minorities, provincial government, representative democracy, Treaty of La Grande Paix de Montréal, Wampum Treaty

General Outcome 6.1 Citizens Participating in Decision Making	General Outcome 6.2 Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy
Students will demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process.	Students will demonstrate an understanding and appreciation of the democratic principles exemplified by ancient Athens and the Iroquois Confederacy.
Local and Current Affairs	
In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies.	



Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 6.

Dimension of Thinking	
<i>critical thinking and creative thinking</i>	assess significant local and current affairs from a variety of sources, with a focus on examining bias and distinguishing fact from opinion
<i>historical thinking</i>	use primary sources to interpret historical events and issues
<i>geographic thinking</i>	construct and interpret various types of maps to broaden understanding of topics being studied (i.e., historical, physical, political maps)
<i>decision making and problem solving</i>	propose and apply new ideas, strategies and options to contribute to decision making and problem solving, supported with facts and reasons
Social Participation as a Democratic Practice	
<i>cooperation, conflict resolution and consensus building</i>	demonstrate the skills of compromise in order to reach group consensus
<i>age appropriate behaviour for social involvement</i>	demonstrate commitment to the well-being of their community by drawing attention to situations of injustice where action is needed
Research for Deliberative Inquiry	
<i>research and information</i>	determine reliability of information, filtering for point of view and bias
Communication	
<i>oral, written and visual literacy</i>	express opinions and present perspectives and information in a variety of forms such as oral or written presentations, speeches or debates
<i>media literacy</i>	detect bias present in the media

6.1 Citizens Participating in Decision Making

General Outcome

Students will demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process.

Specific Outcomes

► Values and Attitudes

Students will:

6.1.1 recognize how individuals and governments interact and bring about change within their local and national communities:

- recognize and respect the democratic rights of all citizens in Canada (C, I)
- value the role of the Canadian Charter of Rights and Freedoms in protecting individual and collective rights and freedoms (I, PADM)
- recognize the influence of historical events and legislation on democratic decision making in Canada (TCC, PADM)
- value citizens' participation in a democratic society (C)
- value the contributions of elected representatives in the democratic process (PADM)

► Knowledge and Understanding

Students will:

6.1.2 demonstrate an understanding of the fundamental principles of democracy by exploring and reflecting upon the following questions and issues:

- What is democracy (i.e., justice, equity, freedoms, representation)? (C, PADM)
- What are the similarities and differences between direct and representative democracy? (PADM)
- What are rights and responsibilities of citizens living in a representative democracy? (C, PADM)
- How does Canada's justice system help protect your democratic and constitutional rights? (C, PADM)

6.1.3 analyze how the democratic ideals of equity and fairness have influenced legislation in Canada over time, by exploring and reflecting upon the following questions and issues:

- How does the Canadian Charter of Rights and Freedoms protect the individual rights and freedoms of all Canadians? (I, PADM)
- How does the Canadian Charter of Rights and Freedoms protect collective rights in Canada (i.e., Aboriginal rights, the linguistic rights of official language minorities)? (I, PADM)
- How did the Treaty of La Grande Paix de Montréal address collective identity and collective rights? (I, PADM, TCC)
- How do the Treaty of La Grande Paix de Montréal and the Canadian Charter of Rights and Freedoms compare in the way that each addresses individual and collective identity and collective rights? (PADM, TCC)
- Why is the Canadian Charter of Rights and Freedoms entrenched in the Canadian Constitution? (C, I, PADM)

C	Citizenship
I	Identity
ER	Economics and Resources
LPP	The Land: Places and People

CC	Culture and Community
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6.1.4 analyze the structure and functions of local governments in Alberta by exploring and reflecting upon the following questions and issues:

- How are representatives chosen to form a local government (i.e., electoral process)? (PADM)
- What are the responsibilities of local governments (i.e., bylaws, taxes, services)? (PADM)
- How are local governments structured differently in rural and urban settings? (PADM)
- What role is played by school boards within local communities (i.e., public, separate, Francophone)? (PADM)

6.1.5 analyze the structure and functions of Alberta's provincial government by exploring and reflecting upon the following questions and issues:

- How is the provincial government structured? (PADM)
- What is the role and status of the Lieutenant Governor within the provincial government? (GC, PADM)
- What are the responsibilities of the provincial government (i.e., laws, taxes, services)? (PADM)
- How are representatives chosen at the provincial level of government (i.e., electoral process)? (PADM)
- What is the difference between an MLA and a cabinet minister? (PADM)
- What are the responsibilities of Members of the Legislative Assembly (MLAs)? (PADM)

6.1.6 analyze how individuals, groups and associations within a community impact decision making of local and provincial governments by exploring and reflecting upon the following questions and issues:

- How can individuals, groups and associations within a community participate in the decision-making process regarding current events or issues (i.e., lobbying, petitioning, organizing and attending local meetings and rallies, contacting elected representatives)? (C, PADM)
- How do associations such as the Association canadienne-française de l'Alberta (ACFA), the Métis Nation of Alberta Association (MNAA) and the First Nations Authorities (FNA) provide their members with a voice, at local and provincial levels, exercising historical and constitutional rights? (C, I, PADM)
- In what ways do elected officials demonstrate their accountability to the electorate (e.g., respond to constituents, participate in local events, represent and express in government meetings the concerns of constituents)? (C, PADM)

C	Citizenship
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6.2 Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy

General Outcome

Students will demonstrate an understanding and appreciation of the democratic principles exemplified by ancient Athens and the Iroquois Confederacy.

Specific Outcomes

► Values and Attitudes

Students will:

- 6.2.1 appreciate the relationship between the values of a society and the model of government adopted within a society (PADM)
- 6.2.2 value the role of participation by citizens in diverse democratic societies (C, PADM)

► Knowledge and Understanding

Students will:

- 6.2.3 analyze the structure and functions of the democratic system in ancient Athens by exploring and reflecting upon the following questions and issues:
 - How was the government of ancient Athens structured? (PADM)
 - How did the structure of the government in ancient Athens provide opportunities for citizens to participate in decision making? (C, PADM)
 - How did identity, status and class structure impact citizenship in ancient Athens? (C, I)
 - How did the social structure of Ancient Athens impact its political structure? (CC, PADM)
 - To what extent were democratic ideals of equity and fairness part of the structure of government and society in ancient Athens? (I, PADM)
- 6.2.4 analyze the structure and functions of the Iroquois Confederacy by exploring and reflecting upon the following questions and issues:
 - How was the Iroquois Confederacy structured? (PADM)
 - What was the role and status of women within the Iroquois Confederacy? (I, PADM)
 - What are the advantages and disadvantages of consensus as a decision-making model for government? (PADM)
 - How did the Six Nations use the consensus-building process? (PADM)
 - How did the Wampum Belt address collective identity? (I, PADM)
 - How did the social structure of the Iroquois Confederacy impact its political structure? (CC, PADM)
 - To what extent did the decision-making process within the Iroquois Confederacy reflect democratic ideals of equity and fairness? (PADM)

C	Citizenship
I	Identity
ER	Economics and Resources
LPP	The Land: Places and People

CC	Culture and Community
TCC	Time, Continuity and Change
GC	Global Connections
PADM	Power, Authority and Decision Making

SKILLS AND PROCESSES FOR GRADE 6

Alberta Learning's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol ➤.

► DIMENSIONS OF THINKING

Students will:

6.S.1 develop skills of critical thinking and creative thinking:

- assess significant local and current affairs from a variety of sources, with a focus on examining bias and distinguishing fact from opinion
- critically evaluate ideas, information and positions
- re-evaluate personal opinions to broaden understanding of a topic or an issue
- generate original ideas and strategies in individual and group activities
- seek responses to inquiries from various authorities through electronic media

6.S.2 develop skills of historical thinking:

- use primary sources to interpret historical events and issues
- use historical and community resources to understand and organize the sequence of historical events
- explain the historical contexts of key events of a given time period
- use examples of events to describe cause and effect and change over time
- organize information using tools such as databases, spreadsheets or electronic webbing

6.S.3 develop skills of geographic thinking:

- construct and interpret various types of maps to broaden understanding of topics being studied (i.e., historical, physical, political maps)
- use geographic tools, including software, that assist in preparing graphs and maps
- use cardinal and intermediate directions to locate places on maps and globes
- use scale to determine the distance between places on maps and globes
- identify geographic problems and issues and pose geographic questions

6.S.4 demonstrate skills of decision making and problem solving:

- propose and apply new ideas, strategies and options to contribute to decision making and problem solving, supported with facts and reasons
- consider multiple perspectives when dealing with issues, decisions making and problems solving
- collaborate with others to devise strategies for dealing with problems and issues
- select and use technology to assist in problem solving
- use data gathered from a variety of electronic sources to address identified problems
- solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology
- use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections among ideas and information in a problem-solving environment
- solve issue-related problems, using such communication tools as a word processor or e-mail to involve others in the process
- generate alternative solutions to problems, using technology to facilitate the process

► SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

6.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- demonstrate the skills of compromise in order to reach group consensus
- work collaboratively with others to achieve a common goal
- record group brainstorming, planning and sharing of ideas, using technology
- extend the scope of a project beyond classroom collaboration, using communication technologies such as the telephone and e-mail

6.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:

- demonstrate commitment to the well-being of their community by drawing attention to situations of injustice where action is needed

► RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

6.S.7 apply the research process:

- determine reliability of information filtering for point of view and bias
- formulate questions to be answered through the research process
- use graphs, tables, charts and Venn diagrams to interpret information
- draw and support conclusions based on information gathered to answer a research question
- include references in an organized manner as part of research
- formulate new questions as research progresses
- design and follow a plan, including a schedule, to be used during an inquiry process, and making revisions to the plan as necessary
- access and retrieve appropriate information from the Internet, using a specific search path or from given uniform resource locations (URLs)
- organize information, using tools such as databases, spreadsheets or electronic webbing
- use a variety of technologies to organize and synthesize researched information
- reflect on and describe the processes involved in completing a project

► COMMUNICATION

Students will:

6.S.8 demonstrate skills of oral, written and visual literacy:

- express opinions and present perspectives and information in a variety of forms such as oral or written presentations, speeches or debates
- express reasons for their ideas and opinions, in oral or written form
- use skills of informal debate to persuasively express differing viewpoints regarding an issue
- respond appropriately to comments and questions, using language respectful of human diversity
- listen to others in order to understand their perspectives
- organize information gathered from the Internet, or an electronic source, selecting and recording the data in logical files or categories
- communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes

6.S.9 develop skills of media literacy:

- detect bias present in the media
- examine and assess diverse perspectives regarding an issue presented in the media
- analyze significant current affairs
- identify and distinguish points of view expressed in electronic sources on a particular topic
- use selected presentation tools to demonstrate connections among various pieces of information
- recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used

Glossary of Terms and Concepts—Grade 6

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

ACFA	Association canadienne-française de l'Alberta (French-Canadian Association of Alberta); A provincial association founded in 1926 to represent the needs of Franco-Albertans relating to education, health, politics, media, culture and communities.
Canadian Charter of Rights and Freedoms	Document entrenched in the 1982 Constitutional Act, which lists and describes the fundamental rights and freedoms guaranteed to Canadians.
collective identity	Sense of belonging to a community or group, established and strengthened through common characteristics and interests. Culture and language are determining factors in the formation of collective identity.
consensus	The achievement of agreement through a process of consultation, in which all parties affected by a decision have equal power and equal voice.
democracy	Political system in which citizens have a voice in decision-making (government of the people, for the people, by the people).
electorate	Group of qualified voters.
equity	The state or quality of being just and impartial, respecting individual and collective rights.
fairness	Justice; equity; the state of being consistent with rules, logic or ethics.
FNA	First Nations Authorities; local governing authorities for all First Nations in Alberta, made up of First Nations Chiefs and Councils. All First Nations in Alberta are a member of one of three treaty organizations: Treaty 8 First Nations of Alberta, the Confederacy of Treaty 6 First Nations or the Treaty 7 First Nations.
justice	Upholding just, fair and equitable treatment, and providing due reward in accordance with honour, standards or law.
local government	The level of governments empowered by the provincial or territorial government, whose mandate is to make decisions and bylaws relating to local issues and services.
MLA	Elected member of the legislative assembly, representing a specific constituency within the province.

MNAA	Métis Nation of Alberta Association; consists of an elected Provincial President and Vice-President, six elected Zone Presidents and six Vice-Presidents from each of six zones across Alberta. There are approximately 65 MNAA Locals across Alberta.
Official Language minorities	Groups for whom one official language of Canada is their first language and who live within a larger group for whom the other official language of Canada is their first language. Section 23 of the Charter helps ensure the protection of Canada's two official languages by providing minority groups of both official languages with education in their mother tongue, thereby contributing to the vitality of their communities.
provincial government	The level of government whose constitutional mandate is to make decisions and pass legislation relating to provincial issues and services.
representative democracy	Political system whereby citizens elect their representatives to govern and make decisions on their behalf.
Treaty of La Grande Paix de Montréal	Treaty signed in Montréal in 1701 by the representatives of the government of France and representatives of 39 North American Aboriginal Nations, including five Iroquois nations. The Aboriginal representatives were from the Great Lakes region, New York State, the shores of the Mississippi, Acadia and the Saint-Lawrence region.
Wampum Treaty	<p>Treaty representing a peaceful, parallel co-existence between the Iroquois Confederacy and Europeans. This treaty, symbolized by the Two Row Wampum Belt, is a relationship of mutuality in which neither side can act unilaterally without consultation</p> <p>The Two Row Wampum Belt symbolizes the relationship between the Aboriginal peoples of North America and the Europeans. One purple row of beads represents the path of the Aboriginals' canoe, which contains their customs and laws. The other row represents the path of the Europeans' vessel, the sailing ship, which contains their customs and laws. The two-row wampum captures the original values that governed the relationship between the Aboriginal peoples and the Europeans—equality, respect, dignity and a sharing of the river that both groups travel on.</p>

GRADE 7: Canada: Origins, Histories and Movement of Peoples

Overview

Grade 7 students will explore the origins, histories and movement of peoples who have forged the foundations of Canadian Confederation. Students will examine how political, demographic, economic and social changes that have occurred since Confederation have influenced ways in which contemporary Canada has evolved.

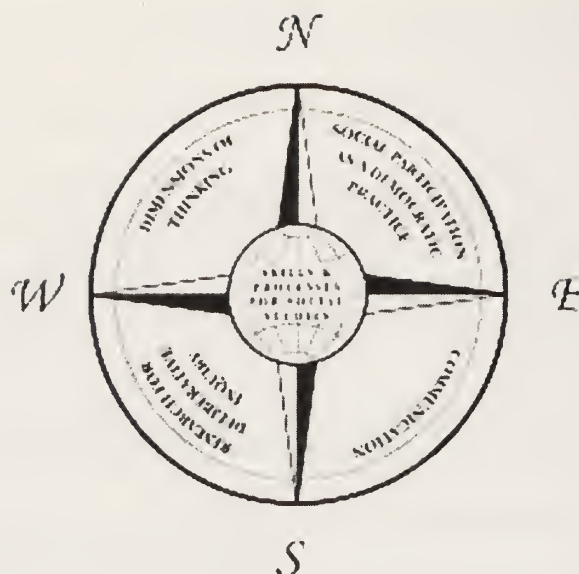
Rationale

Through an examination of events preceding and following Confederation, Grade 7 students will acquire an understanding of how Canada has evolved into a multicultural, bilingual, pluralistic and diverse society, and appreciate how these dimensions of Canada have affected citizenship and identity over time.

Terms and Concepts

assimilation, colony, demographics, Great Deportation, immigration, imperialism, migration, National Policy, settlement, Treaty of Paris, urbanization

General Outcome 7.1 Toward Confederation	General Outcome 7.2 Following Confederation: Canadian Expansions
Students will demonstrate an understanding and appreciation of the distinct roles of and the relationships among the Aboriginal, French and British peoples in forging the foundations of Canadian Confederation.	Students will demonstrate an understanding and appreciation of how political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities.
Local and Current Affairs	
In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies.	



Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 9.

Dimension of Thinking	
<i>critical thinking and creative thinking</i>	determine the validity of information based on context, bias, source, objectivity, evidence or reliability to broaden understanding of a topic or an issue
<i>historical thinking</i>	analyze selected issues and problems from the past, placing people and events in a context of time and place
<i>geographic thinking</i>	interpret thematic maps to analyze economic and political issues
<i>decision making and problem solving</i>	take appropriate action and initiative, when required, in decision making and problem solving scenarios
Social Participation as a Democratic Practice	
<i>cooperation, conflict resolution and consensus building</i>	demonstrate leadership in groups, where appropriate, to achieve consensus and resolve conflicts peacefully and equitably
<i>age appropriate behaviour for social involvement</i>	develop leadership skills by assuming specific roles and responsibilities in organizations, projects and events within their community
Research for Deliberative Inquiry	
<i>research and information</i>	reflect on changes of perspective or opinion based on information gathered and research conducted.
Communication	
<i>oral, written and visual literacy</i>	communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration
<i>media literacy</i>	examine techniques used to enhance the authority and authenticity of media messages

7.1 Toward Confederation

General Outcome

Students will demonstrate an understanding and appreciation of the distinct roles of and the relationships among the Aboriginal, French and British peoples in forging the foundations of Canadian Confederation.

Specific Outcomes

► Values and Attitudes

Students will:

7.1.1 appreciate the influence of diverse Aboriginal, French and British peoples on events leading to Confederation (C, I, TCC)

7.1.2 appreciate the challenges of co-existence among peoples (C, CC, I, LPP)

► Knowledge and Understanding

Students will:

7.1.3 compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-Confederation Canada by exploring and reflecting upon the following questions and issues:

- What were the different ways in which Aboriginal societies were structured (i.e., Iroquois Confederacy, Ojibwa, Mi'kmaq)? (CC, I, LPP)
- How did the structures of Aboriginal societies affect decision making in each society (i.e., role and status of women, consensus-building)? (CC, TCC, PADM)
- What were the social and economic factors of European imperialism? (CC, I, TCC)
- In what ways did European imperialism impact the social and economic structures of Aboriginal societies? (ER, GC, PADM, TCC)
- How was European imperialism responsible for the development of Acadia, New France and British settlements? (I, GC, PADM)
- Who were the key figures in the French exploration and settlement of North America? (CC, LPP, TCC)
- What roles did the Royal government and the Catholic church play in the social structure of New France (i.e., governor, intendant, Jesuits, religious congregations)? (ER, GC, PADM, LPP)
- Who were key figures in the British exploration and settlement in North America? (CC, LPP, TCC)
- What role did the British government play in the settlement in North America? (PADM, ER, LPP, GC)

7.1.4 critically assess the economic competition relating to the control of the North American fur trade by exploring and reflecting upon the following questions and issues:

- How did the First Nations, French, British and Métis peoples interact with each other as participants in the fur trade? (TCC, ER, LPP)
- How did the fur trade contribute to the foundations of the economy in North America? (ER, LPP, TCC)

C	Citizenship
I	Identity
ER	Economies and Resources
LPP	The Land: Places and People

CC	Culture and Community
TCC	Time, Continuity and Change
GC	Global Connections
PADM	Power, Authority and Decision Making

- How was Britain's interest in the fur trade different from that of New France? (TCC, ER, GC)
- How was economic development in New France impacted by the changing policies of the French Royal government? (PADM, ER, GC, TCC)
- What was the role of mercantilism before and after the 1763 Treaty of Paris? (ER, TCC)

7.1.5 critically assess the political competition between the French and the British in attempting to control North America, by exploring and reflecting upon the following questions and issues:

- In what ways did conflicts between the French and British in Europe impact North America? (TCC, LPP)
- How did conflicts between the French and the British in Europe become factors in the Great Deportation of the Acadians in 1755? (I, C, LPP, GC)
- To what extent was the Battle of the Plains of Abraham the key event in achieving British control over North America? (TCC, LPP, GC)
- How was British North America impacted by the Rebellion in the 13 Colonies and the subsequent Loyalist migration? (LPP, ER, TCC)

7.1.6 critically assess how political, economic and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and issues:

- What was the role and intent of Chief Pontiac in controlling British forts? (PADM, TCC)
- How was the Royal Proclamation of 1763 an attempt to achieve compromise between the Aboriginal peoples, the French and the British? (PADM, TCC)
- How did the Québec Act of 1774 contribute to the foundations of Canada as an officially bilingual country? (PADM, TCC)
- What was the role of Chief Tecumseh in the War of 1812? (PADM, TCC)
- How did the War of 1812 contribute to British identity in Canada? (I, LPP, TCC)
- How did the War of 1812 contribute to defining Canada's political boundaries? (LPP, TCC, I)
- How was the Great Migration of 1815-1850 in Upper Canada and Lower Canada an attempt to confirm British identity in the Province of Canada? (LPP, I, TCC)
- How was the Act of Union of 1840 an attempt to resolve the issues raised by the 1837 and 1838 Rebellions in Lower Canada and Upper Canada? (PADM, LPP, I, TCC)
- To what extent was Confederation an attempt to provide the populations of Québec and Ontario with increased control over their own affairs? (PADM, LPP, TCC)
- To what extent was Confederation an attempt to strengthen the Maritime colonies? (GC, TCC, LPP)

C	Citizenship
I	Identity
ER	Economies and Resources
LPP	The Land: Places and People

CC	Culture and Community
TCC	Time, Continuity and Change
GC	Global Connections
PADM	Power, Authority and Decision Making

7.2 Following Confederation: Canadian Expansions

General Outcome

Students will demonstrate an understanding and appreciation of how political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities.

Specific Outcomes

► Values and Attitudes

Students will:

- 7.2.1 recognize the positive and negative aspects of immigration and migration (GC, LPP, C, I)
- 7.2.2 recognize the positive and negative consequences of political decisions (PADM)
- 7.2.3 appreciate the challenges that individuals and communities face when confronted with rapid change (I, CC, LPP)

► Knowledge and Understanding

Students will:

- 7.2.4 critically assess the role, contributions and influence of the Red River Métis on the development of western Canada by exploring and reflecting upon the following questions and issues:
 - What factors led to Louis Riel's emergence as the leader of the Métis? (TCC, PADM, I, CC)
 - What similarities and differences existed between the causes of the Red River Resistance in 1869 and the second Métis uprising in 1885? (TCC, PADM, LPP)
 - How did the government of Canada's response to the Red River Resistance and the second Métis uprising solidify Canada's control of the West? (TCC, PADM)
 - To what extent were the Red River Resistance and the second Métis uprising a means to counter assimilation? (PADM, I, C)
 - What are the Métis, First Nations, French and British perspectives on the events that led to the establishment of Manitoba? (TCC, PADM, I, CC)
 - How was the creation of Manitoba an attempt at achieving compromise between the Métis, First Nations, French and British peoples? (TCC, PADM, I, LPP)
 - To what extent were the *Manitoba School Act* and evolving educational legislation in the Northwest Territories attempts at imposing a British identity in western Canada? (I, PADM, TCC)
- 7.2.5 evaluate the impact of Confederation and subsequent immigration on Canada from 1867 to World War I by exploring and reflecting upon the following questions and issues:
 - What factors led to the purchase of Rupert's Land in 1869? (TCC, PADM, LPP)
 - How did the National Policy determine the economic and demographic aspects of Canadian expansion? (TCC, ER, PADM, LPP)
 - How did changing demographics resulting from Clifford Sifton's immigration policies affect the collective identity of Francophones in communities across western Canada? (I, TCC, PADM)

C	Citizenship
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- How did Asian immigrants contribute to the development of Canada (i.e., Chinese railway workers)? (TCC, CC, LPP)
- In what ways did the building of the Canadian Pacific Railway affect the growth of Canada? (TCC, PADM, ER, LPP)
- What was the role of the North-West Mounted Police in the development of western Canada? (PADM, TCC)
- What strategies were used by the government to encourage immigration from Europe? (GC, LPP, TCC)
- What strategies were used by religious communities and missionaries to encourage migration and immigration to western Canada from Eastern Canada and the United States? (TCC, LPP, GC)
- What impact did immigration have on Aboriginal peoples and communities in Canada? (GC, CC, I, TCC)
- How did communities, services and businesses established by Francophones contribute to the overall development of western Canada (i.e., health, education, churches, commerce, politics, journalism, agriculture)? (ER, TCC, CC, PADM)
- How did immigrants from Eastern Europe contribute to the development of western Canada? (i.e., health, education, churches, commerce, politics, journalism, agriculture)? (CC, ER, TCC, PADM)
- To what extent was agricultural activity a key factor in the population growth of western Canada? (TCC, LPP, ER)
- What factors led to British Columbia joining Confederation? (TCC, LPP, PADM)
- What factors led to Prince Edward Island joining Confederation? (TCC, LPP, PADM)
- How were the needs of varied populations considered through the creation of Alberta and Saskatchewan? (LPP, TCC, PADM)
- What were the underlying reasons for the negotiation of the numbered treaties? (C, I, LPP, TCC)

7.2.6 critically assess the impacts of social and political changes on individual and collective identities in Canada since 1918 by exploring and reflecting upon the following questions and issues:

- What were the reasons for and consequences of Newfoundland joining Confederation? (PADM, TCC, I)
- How did joining Confederation impact the citizens of Newfoundland? (C, I, PADM)
- What are the social and economic effects of the changing roles and images of women in Canadian society (i.e., right to vote, working conditions, changing family structures)? (ER, I)
- What challenges and opportunities have emerged as a result of increases in the Aboriginal population in western Canada? (LPP, CC, C, I)
- How has the *Official Languages Act* contributed to bilingualism in Canada? (PADM, C, I)
- How have Canadian immigration policies contributed to increased diversity and multiculturalism within the Canadian population? (PADM, GC, C, I)
- What strategies and conditions are needed for the Franco-Albertan community to counter assimilation? (CC, I, PADM)

C Citizenship
I Identity
ER Economics and Resources
LPP The Land: Places and People

CC Culture and Community
TCC Time, Continuity and Change
GC Global Connections
PADM Power, Authority and Decision Making

7.2.7 critically assess the impact of urbanization and technology on individual and collective identities in Canada by exploring and reflecting upon the following questions and issues:

- What impact has increased urbanization had on rural communities in Canada? (LPP, CC)
- How did the emergence of large factories in Canada contribute to the development of Canada's economy? (ER, PADM)
- In what ways did technological advances contribute to the development of Canada (e.g., aviation, farming equipment, radio transmissions, electronics, multimedia)? (ER, PADM)
- What effects have Société Radio-Canada and the CBC had on Canadian identity? (I)

C	Citizenship
I	Identity
ER	Economics and Resources
LPP	The Land: Places and People

CC	Culture and Community
TCC	Time, Continuity and Change
GC	Global Connections
PADM	Power, Authority and Decision Making

SKILLS AND PROCESSES FOR GRADE 7

Alberta Learning's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol ➤.

► DIMENSIONS OF THINKING

Students will:

7.S.1 develop skills of critical thinking and creative thinking:

- determine the validity of information based on context, bias, source, objectivity, evidence and/or reliability to broaden understanding of a topic or an issue
- critically evaluate ideas, information and positions from multiple perspectives
- demonstrate the ability to analyze local and current affairs
- re-evaluate personal opinions to broaden understanding of a topic or an issue
- generate creative ideas and strategies in individual and group activities
- access diverse viewpoints on particular topics, using appropriate technologies

7.S.2 develop skills of historical thinking:

- analyze historical issues in order to form or support an opinion
- use historical and community resources to organize the sequence of historical events
- explain the historical contexts of key events of a given time period
- distinguish cause, effect, sequence and correlation in historical events, including the long- and short-term causal relations of events
- create a simulation or a model, using technology that permits the making of inferences
- identify patterns in organized information

7.S.3 develop skills of geographic thinking:

- construct and interpret maps to broaden understanding of issues, places and people of Canada (i.e., elevation, latitude and longitude, population density, waterways)
- use geographic tools, such as Geographic Information Systems (GIS) software, to assist in preparing graphs and maps
- interpret historical maps to broaden understanding of historical events
- define geographic challenges and issues that lead to geographic questions
- access and operate multimedia applications and technologies from stand-alone and online sources, e.g., GIS

7.S.4. demonstrate skills of decision making and problem solving:

- predict outcomes of decision-making and problem-solving scenarios from multiple perspectives
- propose and apply new ideas and strategies to contribute to problem solving and decision making, supported with facts and reasons
- articulate clearly a plan of action to use technology to solve a problem
- identify appropriate materials and tools to use in order to accomplish a plan of action
- use networks to brainstorm, plan and share ideas with group members
- evaluate choices and the progress in problem solving, then redefine the plan of action as necessary

► SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

7.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- assume various roles within groups, including roles of leadership, where appropriate
- identify and use a variety of strategies to resolve conflicts peacefully and equitably
- consider the needs and perspectives of others

7.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:

- support and participate in activities and projects that promote the well-being and meet the particular needs of their community

► RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

7.S.7 apply the research process:

- develop a position supported by information gathered through research
- draw conclusions based upon research and evidence
- determine how information serves a variety of purposes and that the accuracy or relevance may need verification
- organize and synthesize researched information
- formulate new questions as research progresses
- integrate and synthesize concepts to provide an informed point of view on a research question or an issue
- practice responsible and ethical use of information and technology
- include and organize references as part of research
- plan and conduct a search, using a wide variety of electronic sources
- demonstrate the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of “and” or “or” between search topics, the choice of appropriate search engines for the topic
- develop a process to manage volumes of information that can be made available through electronic sources
- evaluate the relevance of electronically accessed information to a particular topic
- make connections among related, organized data and assemble various pieces into a unified message
- refine searches to limit sources to a manageable number
- analyze and synthesize information to produce an original work

► COMMUNICATION

Students will:

7.S.8 demonstrate skills of oral, written and visual literacy:

- communicate information in a clear, persuasive and engaging manner, through written and oral means
- use skills of informal debate to persuasively express differing viewpoints regarding an issue
- elicit, clarify and respond appropriately to questions, ideas and multiple points of view in discussions
- listen to others in order to understand their perspectives

- offer reasoned comments relating to a topic of discussion
- use selected presentation tools to demonstrate connections among various pieces of information

7.S.9 develop skills of media literacy:

- analyze the impact of television, the Internet, radio and print media on a particular current affairs issue
- detect bias on issues presented in the media
- examine techniques used to enhance the authority and authenticity of media messages
- examine the values, lifestyles and points of view represented in a media message
- identify and distinguish points of view expressed in electronic sources on a particular topic
- recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used

Glossary of Terms and Concepts—Grade 7

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

assimilation	Process by which an individual or minority group loses their original culture when absorbed into another culture; in the context of colonialism, a policy of total integration of colonies to the colonizing country.
colony	Territory in a given country, which is dominated by a foreign country.
demographics	Data which pertains to the population of a given region or country.
Great Deportation	British uprooting of up to 12 000 Acadians from their homes in Nova Scotia in October of 1755. Confiscation of land, homes, cattle and other belongings of Acadians was authorized by the British crown.
immigration	Movement of people intending to establish a home and gain citizenship in a country which is not their native country.
imperialism	Policy of a country or empire to extend its authority or domination by political, economic or military means; policy of a state/government whose goal is for another state/government to become dependant on them politically or economically.
migration	Movement of people from one region of a country to another.
National Policy	Policy put in place by the government of John A. Macdonald, consisting of three major elements: a) the implementation of a series of tariffs to protect Canadian producers and products; b) the launching of the Canadian Pacific Railway in order to build a railroad from the central provinces to the Pacific coast; c) the establishment of immigration policies aimed specifically at populating western Canada.
settlement	Establishment of people in a new region; a newly colonized region.
Treaty of Paris	Also known as the Royal Proclamation, signed in 1763 to mark the end of the Seven Years' War, in which France ceded its North American territories to England, with the exception of St. Pierre and Miquelon.
urbanization	An increase in the number of people residing in cities; extension of urban boundaries to include previously rural areas.

GRADE 8: Historical Worldviews Examined

Overview

Grade 8 students will examine issues related to contact between societies with differing worldviews. They will explore elements of worldviews and how these views are expressed by people living in different times and in different places. Through this inquiry, students will reflect on their own worldviews and assess the influence that the past has on the present. Examples will be drawn from Japan, Renaissance Europe, Spanish and Aztec societies.

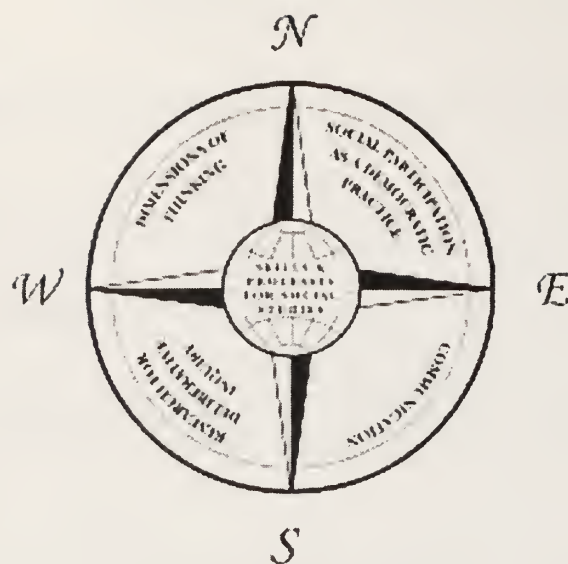
Rationale

Grade 8 students will learn how intercultural contact between societies leads to significant change and alters each society's worldview.

Terms and Concepts

adaptation, contact, expansionist, humanist, imperialism, intercultural, isolation, Renaissance, social structures, society, worldview

General Outcome 8.1 From Isolation to Adaptation: Japan	General Outcome 8.2 Origins of a Western Worldview: Renaissance Europe	General Outcome 8.3 Worldviews in Conflict: The Spanish and the Aztecs
Through an examination of Japan, students will demonstrate an understanding and appreciation of the ways in which beliefs, values and knowledge shape worldviews and contribute to a society's isolation or adaptation.	Through an examination of Renaissance Europe, students will demonstrate an understanding and appreciation of how the exchange of ideas and knowledge contributed to shaping the worldview of the western world.	Through an examination of Spanish and Aztec societies, students will demonstrate an understanding and appreciation of how intercultural contact impacts the worldviews of societies.
Local and Current Affairs		
In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies.		



Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 9.

Dimension of Thinking	
<i>critical thinking and creative thinking</i>	determine the validity of information based on context, bias, source, objectivity, evidence or reliability to broaden understanding of a topic or an issue
<i>historical thinking</i>	analyze selected issues and problems from the past, placing people and events in a context of time and place
<i>geographic thinking</i>	interpret thematic maps to analyze economic and political issues
<i>decision making and problem solving</i>	take appropriate action and initiative, when required, in decision making and problem solving scenarios
Social Participation as a Democratic Practice	
<i>cooperation, conflict resolution and consensus building</i>	demonstrate leadership in groups, where appropriate, to achieve consensus and resolve conflicts peacefully and equitably
<i>age appropriate behaviour for social involvement</i>	develop leadership skills by assuming specific roles and responsibilities in organizations, projects and events within their community
Research for Deliberative Inquiry	
<i>research and information</i>	reflect on changes of perspective or opinion based on information gathered and research conducted.
Communication	
<i>oral, written and visual literacy</i>	communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration
<i>media literacy</i>	examine techniques used to enhance the authority and authenticity of media messages

8.1 From Isolation to Adaptation: Japan

General Outcome

Through an examination of Japan, students will demonstrate an understanding and appreciation of the ways in which beliefs, values and knowledge shape worldviews and contribute to a society's isolation or adaptation.

Specific Outcomes

► Values and Attitudes

Students will:

- 8.1.1 appreciate the roles of time and geographic location in shaping a society's worldview (C, I, TCC)
- 8.1.2 appreciate how a society's worldview can foster the choice to remain an isolated society (C, I, TCC)
- 8.1.3 appreciate how models of governance and decision making reflect a society's worldview (C, I, TCC)
- 8.1.4 appreciate how a society's worldview shapes individual citizenship and identity (C, I, TCC)

► Knowledge and Understanding

Students will:

- 8.1.5 analyze the effects of cultural isolation during the Edo period by exploring and reflecting upon the following questions and issues:
 - In what ways did Japan isolate itself from the rest of the world? (PADM, LPP, CC)
 - How did isolation during the Edo period lead to changes in Japan? (CC, PADM)
 - How did the changes resulting from isolation affect Japan economically, politically and socially during the Edo period? (ER, PADM, CC, I)
 - How did the physical geography of Japan impact its worldview? (LPP, PADM, TCC)
 - How did the Shogun use the feudal system and the hierarchical social classes to maintain control of Japan? (PADM, CC)
- 8.1.6 analyze the effects that rapid adaptation had on traditionally isolated Japan during the Meiji period by exploring and reflecting upon the following questions and issues:
 - What were the motivations for the radical changes in Japan's model of organization during the Meiji period? (ER, CC, PADM)
 - How did Japan adapt to changes brought on by the transition from feudal to modern models of organization? (CC, TCC, I)
 - How did the changes resulting from adaptation affect Japan economically, politically and socially during the Meiji period? (ER, CC, PADM)
 - In what ways did changes resulting from isolation in the Edo period compare to changes resulting from adaptation in the Meiji period? (CC, TCC, I)
 - What challenges emerged for the Japanese in maintaining traditional cultural aspects of their society while undergoing rapid change? (CC, I, TCC)

C	Citizenship	CC	Culture and Community
I	Identity	TCC	Time, Continuity and Change
ER	Economics and Resources	GC	Global Connections
LPP	The Land: Places and People	PADM	Power, Authority and Decision Making

8.2 Origins of a Western Worldview: Renaissance Europe

General Outcome

Through an examination of Renaissance Europe, students will demonstrate an understanding and appreciation of how the exchange of ideas and knowledge contributed to shaping the worldview of the western world.

Specific Outcomes

► Values and Attitudes

Students will:

- 8.2.1 appreciate how Renaissance Europe formed the basis for the worldview of the western world (C, TCC)
- 8.2.2 demonstrate a willingness to consider differing beliefs, values and worldviews (C, I)
- 8.2.3 recognize how beliefs and values are shaped by time, geographic location and societal context (C, TCC)

► Knowledge and Understanding

Students will:

- 8.2.4 critically examine the factors that shaped the worldview evolving in western Europe during the Renaissance by exploring and reflecting upon the following questions and issues:
 - What was the Renaissance? (TCC, LPP)
 - How did the Renaissance spark the growth and exchange of ideas and knowledge across Europe (i.e., astronomy, mathematics, science, politics, religion, arts)? (TCC, ER, PADM, GC)
 - How did the physical geography of Renaissance Europe impact trade among, and competition between, European countries? (LPP, TCC)
 - How did increased trade lead to the emergence of powerful city-states, (i.e., Florence, Venice, Genoa)? (TCC, CC, ER)
 - In what ways did thinkers and philosophers influence society in the development of a humanist worldview during the Renaissance? (GC, I)
 - In what ways were the Age of Discovery and the rise of imperialism expressions of an expansionist worldview? (TCC, PADM, LPP)
 - In what ways did exploration and intercultural contact during the Renaissance affect the citizenship and identity of Europeans? (C, I, GC, LPP, TCC)

C	Citizenship
I	Identity
ER	Economics and Resources
LPP	The Land: Places and People

CC	Culture and Community
TCC	Time, Continuity and Change
GC	Global Connections
PADM	Power, Authority and Decision Making

8.3 Worldviews in Conflict: The Spanish and the Aztecs

General Outcome

Through an examination of Spanish and Aztec societies, students will demonstrate an understanding and appreciation of how intercultural contact impacts the worldviews of societies.

Specific Outcomes

► Values and Attitudes

Students will:

- 8.3.1 appreciate how a society's worldview influences its choices, decisions and interactions with others (C,I)
- 8.3.2 appreciate how Aztec and Spanish identities and worldviews were impacted by intercultural contact (TCC, GC, I)
- 8.3.3 appreciate and recognize how rapid adaptation can radically change a society's beliefs, values and knowledge (TCC, GC)

► Knowledge and Understanding

Students will:

- 8.3.4 critically assess how the Aztecs were affected by the Spanish worldview by exploring and reflecting upon the following questions and issues:
 - What were the key elements of the worldview of the Aztec civilization prior to contact with the Spanish? (TCC, I, CC)
 - How did the Aztec civilization's worldview influence its choices, decisions and customs? (TCC, CC, PADM)
 - What key elements of Spain's worldview led to the desire to expand its empire? (TCC, I, PADM)
 - In what ways did factors such as technology and disease contribute to the dominance of the Spanish over the Aztec civilization? (ER, LPP)
 - To what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of one nation over the other? (TCC, CC, GC, PADM)

C	Citizenship
I	Identity
ER	Economics and Resources
LPP	The Land: Places and People

CC	Culture and Community
TCC	Time, Continuity and Change
GC	Global Connections
PADM	Power, Authority and Decision Making

SKILLS AND PROCESSES FOR GRADE 8

Alberta Learning's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol ➤.

► DIMENSIONS OF THINKING

Students will:

8.S.1 develop skills of critical thinking and creative thinking:

- analyze the validity of information based on context, bias, source, objectivity, evidence and reliability to broaden understanding of a topic or an issue
- critically evaluate ideas, information and positions from multiple perspectives
- demonstrate the ability to analyze local and current affairs
- re-evaluate personal opinions to broaden understanding of a topic or an issue
- generate creative ideas and strategies in individual and group activities
- access diverse viewpoints on particular topics, using appropriate technologies

8.S.2 develop skills of historical thinking:

- distinguish cause, effect, sequence and correlation in historical events, including the long- and short-term causal relations
- use historical and community resources to organize the sequence of historical events
- analyze the historical contexts of key events of a given time period
- create a simulation or a model, using technology that permits the making of inferences
- identify patterns in organized information

8.S.3 develop skills of geographic thinking:

- interpret historical maps to broaden understanding of historical events
- use thematic maps to describe cultural and political regions
- construct and interpret various maps to broaden understanding of given topics
- define geographic problems and issues and pose geographic questions
- use geographic tools, such as Geographic Information Systems (GIS) software, to assist in preparing graphs and maps
- access and operate multimedia applications and technologies from stand-alone and online sources, e.g., GIS

8.S.4. demonstrate skills of decision making and problem solving:

- demonstrate skills of compromise and devise strategies to reach group consensus
- propose and apply new ideas and strategies to contribute to problem solving and decision making, supported with facts and reasons
- propose and apply strategies or options to solve problems and deal with issues
- participate in and predict outcomes of problem-solving and decision-making scenarios
- articulate clearly a plan of action to use technology to solve a problem
- identify appropriate materials and tools to use in order to accomplish a plan of action
- evaluate choices and progress in problem solving, then redefine the plan of action as necessary
- use networks to brainstorm, plan and share ideas with group members

► SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

8.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- identify and use a variety of strategies to resolve conflicts peacefully and fairly
- consider the needs and perspectives of others
- demonstrate leadership within groups, where appropriate
- access, retrieve and share information from electronic sources such as common files
- use networks to brainstorm, plan and share ideas with group members

8.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:

- volunteering with organizations, projects and activities that ensure the growth and vitality of their community

► RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

8.S.7 apply the research process:

- integrate and synthesize concepts to provide an informed point of view on a research question or an issue
- develop a position supported by information gathered through research
- draw conclusions based upon research and evidence
- determine how information serves a variety of purposes and that accuracy or relevance may need verification
- organize and synthesize researched information
- formulate new questions as research progresses
- practice responsible and ethical use of information and technology
- include and organize references as part of research
- plan and conduct a search, using a wide variety of electronic sources
- demonstrate the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of “and” or “or” between search topics and the choice of appropriate search engines for the topic
- develop a process to manage volumes of information that can be made available through electronic sources
- evaluate the relevance of electronically accessed information to a particular topic
- make connections among related, organized data and assemble various pieces into a unified message
- refine searches to limit sources to a manageable number
- analyze and synthesize information to create a product
- access and retrieve information through the electronic network in the context of a group research project

► COMMUNICATION

Students will:

8.S.8 demonstrate skills of oral, written and visual literacy:

- communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration
- use skills of informal debate to persuasively express differing viewpoints regarding an issue
- elicit, clarify and respond appropriately to questions, ideas and multiple points of view presented in discussions
- offer reasoned comments relating to the topic of discussion
- listen to others in order to understand their perspectives

8.S.9 develop skills of media literacy:

- examine techniques used to enhance the authority and authenticity of media messages
- examine the values, lifestyles and points of view represented in a media message
- analyze the impact of television, the Internet, radio and print media on a particular current affairs issue

Glossary of Terms and Concepts—Grade 8

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

adaptation	Changing attitudes and behaviours to suit a new situation.
contact	Connection or interaction; communication; association, relationship.
expansionist	Political attitude and actions of a country whose goal is to expand its power and/or its territory, usually by force.
humanist	Pertaining to humanism: a system of thought that centers on humans and their values, capacities and worth; concern with the interests, needs and welfare of humans.
imperialism	Policy of a country or empire to extend its authority or domination by political, economic or military means; policy of a state/government whose goal is for another state/government to become dependant on them politically or economically.
intercultural	Of, relating to, involving or representing different cultures.
isolation	Relating to isolationism: foreign policy whereby a nation resists participating in the affairs of the international community by abstaining from any political, economic or international relationship.
Renaissance	The humanistic revival of classical art, architecture, literature and learning that originated in Italy in the 14 th century.
social structures	Organization models within a society that reflect the values and interests of that society's members.
society	Group of persons linked by common activities or interests and sharing public space.
worldview	A collection of beliefs about life and the universe held by an individual or group. The overall perspective from which one sees and interprets the world.

GRADE 9: Canada: Opportunities and Challenges

Overview

Grade 9 students will analyze the relationship between Canada's political and legislative processes and their impact on issues pertaining to governance, rights, citizenship and identity. Students will also explore issues of economics and their impact on quality of life, citizenship and identity in Canada and the United States.

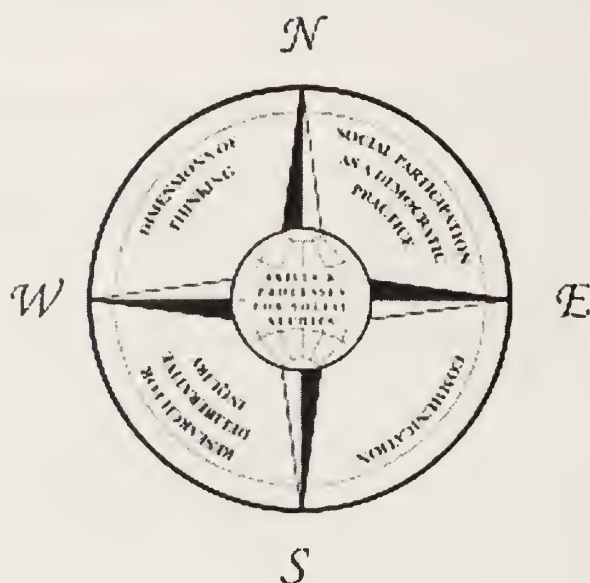
Rationale

Grade 9 students will broaden their understanding and appreciation of the relationships among governance, economics, quality of life, citizenship and identity.

Terms and Concepts

Canadian Charter of Rights and Freedoms, consumerism, executive branch, governance, Indian Act, judicial branch, legislative branch, market economy, mixed economy, social programs, tax base, underground economy

General Outcome 9.1 Issues for Canadians: Governance and Rights	General Outcome 9.2 Issues for Canadians: Economic Systems in Canada and the United States
Students will demonstrate an understanding and appreciation of how Canada's political processes impact citizenship and identity in an attempt to meet the needs of all Canadians.	Students will demonstrate an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship and identity.
Local and Current Affairs	
In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies.	



Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 9.

Dimension of Thinking	
<i>critical thinking and creative thinking</i>	determine the validity of information based on context, bias, source, objectivity, evidence or reliability to broaden understanding of a topic or an issue
<i>historical thinking</i>	analyze selected issues and problems from the past, placing people and events in a context of time and place
<i>geographic thinking</i>	interpret thematic maps to analyze economic and political issues
<i>decision making and problem solving</i>	take appropriate action and initiative, when required, in decision making and problem solving scenarios
Social Participation as a Democratic Practice	
<i>cooperation, conflict resolution and consensus building</i>	demonstrate leadership in groups, where appropriate, to achieve consensus and resolve conflicts peacefully and equitably
<i>age appropriate behaviour for social involvement</i>	develop leadership skills by assuming specific roles and responsibilities in organizations, projects and events within their community
Research for Deliberative Inquiry	
<i>research and information</i>	reflect on changes of perspective or opinion based on information gathered and research conducted.
Communication	
<i>oral, written and visual literacy</i>	communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration
<i>media literacy</i>	examine techniques used to enhance the authority and authenticity of media messages

9.1 Issues for Canadians: Governance and Rights

General Outcome

Students will demonstrate an understanding and appreciation of how Canada's political processes impact citizenship and identity in an attempt to meet the needs of all Canadians.

Specific Outcomes

► Values and Attitudes

Students will:

- 9.1.1 appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada (C, I, PADM)
- 9.1.2 appreciate the various effects of government policies on citizenship and on Canadian society (C, I, PADM)
- 9.1.3 appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM)

► Knowledge and Understanding

Students will:

- 9.1.4 examine the structure of Canada's federal political system by exploring and reflecting upon the following questions and issues:
 - How are laws passed in the federal political system? (PADM)
 - What is the relationship between the executive, legislative and judicial branches of Canada's federal political system? (PADM)
 - What processes are used to determine Members of Parliament (MPs) and Senators? (PADM)
 - To whom are Members of Parliament and Senators accountable? (PADM, C)
 - What is the role of political parties within Canada's federal political system? (PADM, C)
 - What is the role of the media in relation to political issues? (PADM, C)
 - How do lobby groups impact government decision making? (PADM, C)
 - To what extent do political and legislative processes meet the needs of all Canadians? (PADM, C)
- 9.1.5 analyze the role that citizens and organizations play in Canada's justice system by exploring and reflecting upon the following questions and issues:
 - How do citizens and organizations participate in Canada's justice system (i.e., jury duty, knowing the law, advocacy, John Howard Society, Elizabeth Fry Society)? (C, PADM)
 - What are citizens' legal roles and their responsibilities? (C, PADM)
 - What is the intention of the *Youth Criminal Justice Act*? (C, PADM)
- 9.1.6 critically assess the impact of the Canadian Charter of Rights and Freedoms on the legislative process in Canada by exploring and reflecting upon the following questions and issues:
 - In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of individual rights in Canada? (PADM, I)

C	Citizenship
I	Identity
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- How does the Canadian Charter of Rights and Freedoms support individuals in exercising their rights? (PADM, C, I)
- In what ways has the Canadian Charter of Rights and Freedoms affected conditions in the work place (i.e., issues of gender, age, race, religion)? (PADM, I, C)
- What is the relationship between the rights guaranteed in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadian citizens? (PADM, C)

9.1.7 critically assess how the increased demand for recognition of collective rights has impacted the legislative process in Canada by exploring and reflecting upon the following questions and issues:

- In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of collective rights in Canada? (PADM, I)
- In what ways does the Canadian Charter of Rights and Freedoms meet the needs of Francophones in minority settings? (I, PADM)
- To what extent does the Canadians Charter of Rights and Freedoms meet the needs of Francophones in Québec? (PADM, I, C)
- To what extent should federal and provincial governments support and promote the rights of official language minorities in Canada? (PADM, I, C)
- How does the *Indian Act* recognize the status and identity of Aboriginal peoples? (PADM, I, C)
- How does legislation such as Treaty 6, Treaty 7 and Treaty 8 recognize status and identity of Aboriginal peoples? (I, PADM, LPP)
- How do governments recognize Métis cultures and rights through legislation (i.e., treaties, governance, land claims, Métis Settlements in Alberta)? (PADM, I, CC, LPP)

9.1.8 critically assess how legislative processes attempt to address emerging issues of immigration by exploring and reflecting upon the following questions and issues:

- What factors influence immigration policies in Canada (i.e., economic, political, health, security)? (C, ER, PADM)
- How are changes to Canadian policies on immigration and refugees a reflection of world issues? (PADM, GC, C, I)
- What impact does increasing immigration have on Aboriginal peoples and communities? (C, I, GC, PADM)
- How are provincial governments able to influence and implement immigration policies? (PADM, GC)
- How is the implementation of immigration policies in Québec an attempt to strengthen the French language in North America? (PADM, GC, C, I)
- What is the relationship between immigration policies in Canada and the rights guaranteed in the Canadian Charter of Rights and Freedoms? (I, PADM)
- To what extent does Canada benefit from immigration? (GC, PADM)

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9.2 Issues for Canadians: Economic Systems in Canada and the United States

General Outcome

Students will demonstrate an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship and identity.

Specific Outcomes

► Values and Attitudes

Students will:

- 9.2.1 appreciate the values underlying economic decision making in Canada and the United States (C, ER)
- 9.2.2 appreciate the relationship between consumerism and quality of life (C, CC)
- 9.2.3 appreciate the impact of government decision making on quality of life (C, CC, PADM)

► Knowledge and Understanding

Students will:

- 9.2.4 compare and contrast the principles and practices of market and mixed economies by exploring and reflecting upon the following questions and issues:
 - What are the principles of a market economy? (ER)
 - Why do governments intervene in a market economy? (ER, PADM)
 - Why is Canada viewed as having a mixed economy? (ER, PADM)
 - What is the role of the consumer in market and mixed economies? (ER)
 - To what extent do consumer actions reflect individual and collective identity? (ER, I)
 - How has the emergence of labour unions impacted market and mixed economies? (ER)
 - What are some similarities and respective differences in the way governments in Canada and the United States intervene in the market economies? (ER, PADM, GC)
 - How do the economic systems of Canada and the United States differ in answering the basic economic question of scarcity? (ER, PADM, GC)
- 9.2.5 critically assess the relationship between consumerism and quality of life in Canada and the United States by exploring and reflecting upon the following questions and issues:
 - What are the indicators of quality of life? (PADM, ER)
 - How does individual consumer behaviour impact quality of life (e.g., environmental issues)? (PADM, ER)
 - How does marketing impact consumerism? (ER)
 - How does consumerism provide opportunities for and limitations on impacting quality of life? (PADM, ER)
 - How is consumerism used as a power of a collective (e.g., boycotts)? (ER, PADM, C)

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- To what extent do perspectives regarding consumerism, economic growth and quality of life differ regionally in North America? (PADM, ER, GC, I)
- What societal values underlie Canadian social programs in Canada and in the United States? (PADM, ER, GC, I)

9.2.6 critically assess the interrelationship between political decisions and economic systems by exploring and reflecting upon the following questions and issues:

- How do the economic platforms of political parties differ from one another (i.e., democrat vs. republican; liberal vs. conservative)? (ER, PADM)
- How is a political party's philosophy reflected in its platform (i.e., social programs, specific taxes, taxation model)? (ER, PADM)
- How does the underground economy impact the federal and provincial tax base and social programs (i.e., tax evasion, black market)? (ER, PADM, C)
- How do government decisions on environmental issues impact quality of life (i.e., preservation, exploitation and trade of natural resources)? (PADM, ER)

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SKILLS AND PROCESSES FOR GRADE 9

Alberta Learning's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol ➤.

► DIMENSIONS OF THINKING

Students will:

9.S.1 develop skills of critical thinking and creative thinking:

- determine the validity of information based on context, bias, source, objectivity, evidence or reliability to broaden understanding of a topic or an issue
- critically evaluate ideas, information and positions from multiple perspectives
- demonstrate the ability to analyze current affairs from multiple perspectives
- re-evaluate personal opinions to broaden understanding of a topic or an issue
- generate creative ideas and strategies in individual and group activities
- access diverse viewpoints on particular topics, using appropriate technologies
- assemble and organize different viewpoints in order to assess their validity

9.S.2 develop skills of historical thinking:

- analyze selected issues and problems from the past, placing people and events in a context of time and place
- distinguish cause, effect, sequence and correlation in historical events and issues, including the long- and short-term causal relations
- use historical and community resources to organize the sequence of historical events
- analyze the historical contexts of key events of a given time period
- create a simulation or a model, using technology that permits the making of inferences
- identify patterns in organized information

9.S.3 develop skills of geographic thinking:

- interpret thematic maps to analyze economic and political issues
- use geographic tools, such as Geographic Information Systems (GIS) software, to assist in preparing graphs and maps
- construct diagrams, charts, graphs and tables to analyze geographic information
- define geographic problems and issues and pose geographic questions
- access and operate multimedia applications and technologies from stand-alone and online sources, (e.g., GIS)

9.S.4. demonstrate skills of decision making and problem solving:

- take appropriate action and initiative when required in decision making and problem solving scenarios
- participate in and predict outcomes of problem-solving and decision-making scenarios
- propose and apply strategies or options to solve problems and deal with issues
- propose and apply new ideas and strategies to contribute to problem solving and decision making, supported with facts and reasons
- articulate clearly a plan of action to use technology to solve a problem
- identify the appropriate materials and tools to use in order to accomplish a plan of action
- evaluate choices and the progress in problem solving, then redefining the plan of action, as necessary

► SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

9.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- demonstrate leadership in groups, where appropriate, to achieve consensus and resolve conflicts peacefully and equitably
- demonstrate a positive attitude regarding the needs and perspectives of others
 - access, retrieve and share information from electronic sources such as common files
 - use networks to brainstorm, plan and share ideas with group members

9.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:

- develop leadership skills by assuming specific roles and responsibilities in organizations, projects and events within their community

► RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

9.S.7 apply the research process:

- reflect on changes of perspective or opinion based on information gathered and research conducted
- integrate and synthesize concepts to provide an informed point of view on a research question or an issue
- develop a position supported by information gathered during research
- draw conclusions based upon research and evidence
- determine how information serves a variety of purposes and that the accuracy or relevance may need verification
- organize and synthesize researched information
- formulate new questions as research progresses
- practice responsible and ethical use of information and technology
- include and organize references as part of research
 - create a plan for an inquiry that includes consideration of time management
 - demonstrate the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of “and” or “or” between search topics and the choice of appropriate search engines for the topic
 - develop a process to manage volumes of information that can be made available through electronic sources
 - evaluate the relevance of electronically accessed information to a particular topic
 - make connections among related, organized data and assemble various pieces into a unified message
 - refine searches to limit sources to a manageable number
 - analyze and synthesize information to create a product

► COMMUNICATION

Students will:

9.S.8 demonstrate skills of oral, written and visual literacy:

- communicate in a persuasive and engaging manner through speeches, multimedia presentations, written and oral reports, taking particular audiences and purposes into consideration
- use skills of informal debate to persuasively express differing viewpoints regarding an issue
- elicit, clarify and respond appropriately to questions, ideas and diverse points of view presented in discussions
- make reasoned comments relating to the topic of discussion
- listen to others in order to understand their perspectives

9.S.9 develop skills of media literacy:

- examine techniques used to enhance the authority and authenticity of media messages
- examine the values, lifestyles and points of view represented in a media message
- analyze the impact of television, Internet, radio and print media on a particular current affairs issue

Glossary of Terms and Concepts—Grade 9

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

Canadian Charter of Rights and Freedoms	Document entrenched in the 1982 Constitutional Act, that lists and describes the fundamental rights and freedoms guaranteed to Canadians.
consumerism	Economic theory concerned specifically with the purchase and/or use of goods and services.
Executive Branch	Government body that ensures the administration of laws and of the country, comprised of the Prime Minister of Canada and the Cabinet.
governance	The act, process or power of governing.
Indian Act	Law pertaining to the rights and status of Aboriginal peoples; initially enacted in 1876 and was amended several times.
Judicial Branch	Government body that ensures the interpretation of laws, comprised of the Supreme Court of Canada.
Legislative Branch	Government body that is authorized to pass federal laws/legislation, comprised of the House of Commons and the Senate.
market economy	Economic system in which individuals are free to make their own decisions with little or no intervention from the government and where resources are the private property of persons or companies.
mixed economy	Economic system in which both the public and the private sectors play a significant role in the economy and where some resources are owned by the private sector and some by the public sector.
social programs	Programs established by the government to reduce economic inequalities and to promote the well-being of citizens.
tax base	Total amount of taxes paid to the government by citizens and companies used to finance economic and social programs and the functioning of government.
underground economy	Pertaining to secretive economic activities that are not within the law, often referred to as the “black market”.

